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Report of
BOARD OF CONTROL
STATE OF FLORIDA



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1948-1950

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STATE BOARD OF CONTROL
INSTITUTIONS OF HIGHER LEARNING

FRANK M. HARRIS, Chairman	St. Petersburg
N. B. JORDAN	Quincy
HOLLIS RINEHART	Miami
ELI H. FINK	Jacksonville
GEORGE J. WHITE, SR.	Mount Dora

STATE BOARD OF EDUCATION

FULLER WARREN, Chairman	Governor
R. A. GRAY	Secretary of State
J. EDWIN LARSON	Treasurer
RICHARD W. ERVIN	Attorney General
THOMAS D. BAILEY	State Superintendent of Public Instruction

Letter of Transmittal

St. Petersburg, Florida

To: His Excellency, FULLER WARREN
Governor of Florida

Sir:

I have the privilege of submitting herewith the biennial report of the Board of Control for the period beginning July 1, 1948, and ending June 30, 1950, for transmittal by you to the Legislature. This report is handed you in compliance with the provisions of Chapter 5384, Laws of Florida, 1905.

Respectfully submitted,

BOARD OF CONTROL OF FLORIDA

By FRANK M. HARRIS, Chairman

Report of Board of Control of Florida

There is submitted herewith the report for the biennium ending June 30, 1950, for the following institutions:

1. University of Florida, including
 - (a) The Agricultural Experiment Stations
 - (b) The Agricultural Extension Service
 - (c) The Engineering and Industrial Experiment Station
2. Florida State University
3. Florida Agricultural and Mechanical College for Negroes
4. Florida School for the Deaf and the Blind
5. Ringling Museum of Art.

The Presidents and/or Director of the above named institutions, and the Secretary of the Board of Control, have submitted independent reports for the same period, and such reports are found in this volume.

The past two years have seen great transitions at our respective institutions. These changes have been both tangible and intangible. By tangible is meant new buildings, new personnel, increased enrollment, and definite plans for the future. By intangible is meant a determined spirit to go forward with Florida, fresh ideas for future accomplishments, and a will to succeed, for there is the realization that the resources of our State should be utilized to the fullest extent.

However, just at the time when it was hoped that our status quo could be determined, war commenced in Korea. If this should develop into an all-out war, once again we would see the student body of our universities and schools decline in enrollment, our faculties diminished, and the repeated struggle for existence which was so vividly portrayed during the period of 1942 to 1945. Our actions, however, have been based on the precept that our growth would continue, for sufficient time has not elapsed since the outbreak of the Korean conflict to provide basis for any other thinking.

The Board of Control, believing that the State of Florida is progressing as fast, if not faster than any other State in the Union, is attempting to prepare our institutions to take care of the tremendous growth which should accompany a population increase. This population increase during the last twenty years has been eighty-six per cent, while the Nation as a whole has increased only twenty-three per cent. This growth will require new dormitories, new classrooms, qualified personnel, and all other requisites for a system we can all be proud of.

Several changes in personnel of the Board were made during the period covered by this Report. The Honorable J. Thomas Gurney of Orlando was succeeded by the present Chairman; Honorable Thomas W. Bryant of Lakeland was succeeded by Honorable George J. White, Sr., of Mount Dora; and Honorable J. Henson Markham of Jacksonville was succeeded by Honorable Eli H. Fink, also of Jacksonville.

ENROLLMENT IN THE SEVERAL INSTITUTIONS

The end product of our efforts is the number of educated citizens produced by our educational institutions. It will be noted from the following tables that our responsibilities are increasing. Total enrollment at the three institutions of higher learning in 1947-48 was 15,507 in the regular session, compared with an enrollment in 1949-50 of 20,950. This is a difference of 5,443 or an increase percentage wise of 35.1%.

There is every indication that our institutions will continue to grow. The Board fully realizes its responsibility in providing facilities for our youth. It is hoped that the members of the legislature will provide adequate funds to continue to enable our institutions to grow and attract Florida citizens to their halls.

REPORT OF CHAIRMAN OF BOARD

ENROLLMENT
In Regular College Work

	REGULAR SESSION				SUMMER SESSION			
	U.O.F.F.	F.S.U.	D. & B.	A. & M.	U.O.F.F.	F.S.U.	D. & B.	A. & M.
1905-06....	136	204	86	280	.....	.....	.....	.....
1906-07....	102	220	90	294	.....	.....	.....	.....
1907-08....	103	240	97	307	.....	.....	.....	.....
1908-09....	103	257	90	289	.....	.....	.....	.....
1909-10....	186	273	105	271	.....	.....	.....	.....
1910-11....	241	280	103	314	.....	.....	.....	.....
1911-12....	302	315	111	361	.....	.....	.....	.....
1912-13....	321	413	119	379	.....	.....	.....	.....
1913-14....	354	417	135	433	.....	.....	.....	.....
1914-15....	385	473	137	423	.....	.....	.....	.....
1915-16....	436	551	146	354	.....	.....	.....	.....
1916-17....	620	619	150	336	.....	.....	.....	.....
1917-18....	418	635	157	316	.....	.....	.....	.....
1918-19....	372	776	171	312	.....	.....	.....	.....
1919-20....	672	717	186	339	.....	.....	.....	.....
1920-21....	835	731	191	316	743	423	.....	248
1921-22....	1018	784	206	339	783	539	.....	187
1922-23....	1118	731	224	339	895	512	.....	225
1923-24....	1347	964	231	361	1028	585	.....	182
1924-25....	1481	1218	252	304	928	526	.....	200
1925-26....	1857	1397	280	434	987	529	.....	250
1926-27....	1969	1361	285	510	1289	692	.....	323
1927-28....	2168	1434	300	434	1686	786	.....	363
1928-29....	2142	1593	300	357	1613	766	.....	358
1929-30....	2233	1728	315	362	1480	876	.....	498
1930-31....	2435	1695	313	525	1520	913	.....	715
1931-32....	2486	1743	306	524	1699	955	.....	1026
1932-33....	2628	1794	325	574	1086	572	.....	842
1933-34....	2371	1561	330	607	1310	712	.....	1027
1934-35....	2848	1630	339	797	1602	873	.....	1015
1935-36....	2983	1741	350	826	1706	828	.....	1055
1936-37....	3069	1823	347	819	2136	942	.....	867
1937-38....	3278	1850	344	822	2631	872	.....	724
1938-39....	3438	1871	348	822	2591	872	.....	724
1939-40....	3456	2048	343	876	2805	1085	.....	784
1940-41....	3438	2030	352	927	2445	1189	.....	1013
1941-42....	3239	2036	367	907	2463	1017	.....	1180
1942-43—								
Civilians...	2710	1934	371	888	1032	1043	.....	1055
Army								
Trainees..	905	68	.....	510	.....	.....	.....	.....
1943-44—								
Civilians—								
1st Sem...	588	1996	352	916	736	660	.....	281
2nd Sem..	504	2089	370	938	632	404	.....	271
1943-44—								
Army								
Trainees..	3423	85	.....	419	.....	.....	.....	.....
1944-45....	938	2387	387	837	1034	1241	.....	961
1945-46....	3216	2583	397	1221	3555	972	.....	1215
1946-47....	7373	2704	424	1408	5711	1608	.....	1456
1947-48....	9787	4062	393	1658	6278	3030	.....	1403
1948-49....	11340	6393	428	1617	6643	3977	.....	1629
1949-50....	11709	7430	464	1811	5927	5071	.....	1763

ENROLLMENT Demonstration Schools

	REGULAR SESSION				SUMMER SESSION			
	U.O.F.F.	F.S.U.	D. & B.	A. & M.	U.O.F.F.	F.S.U.	D. & B.	A. & M.
1934-35....	448	423	.....	222	51	212	.....	148
1935-36....	487	373	.....	200	49	202	.....	160
1936-37....	469	346	.....	316	102	259	.....	341
1937-38....	451	351	.....	276	114	253	.....	241
1938-39....	459	364	.....	239	106	257	.....	241
1939-40....	451	314	.....	249	136	134	.....	225
1940-41....	472	350	.....	275	177	134	.....	169
1941-42....	485	337	.....	328	217	108	.....	210
1942-43....	487	361	.....	411	251	123	.....	525
1943-44....	479	334	.....	435	220	142	.....	379
1944-45....	501	339	.....	471	162	90	.....	259
1945-46....	522	305	.....	388	64	91	.....	283
1946-47....	504	414	.....	417	.....	95	.....	320
1947-48....	500	329	.....	419	114	90	.....	279
1948-49....	521	415	.....	403	113	93	.....	245
1949-50....	519	432	.....	380	130	106	.....	317

GRADUATIONS University of Florida

Year	Honor-ary Degrees	Ph.D. Degrees	Master Degrees	Bach-elor Degrees	Profes-sional Degrees	Two-Year Certi-ficates	High School Dip-plomas
1940-41....	2	5	74	585	2	539	45
1941-42....	2	6	39	525	1	497	48
1942-43....	.....	6	32	475	.....	280	50
1943-44....	3	1	38	212	.....	72	36
1944-45....	1	1	46	135	1	62	58
1945-46....	3	3	52	247	1	240	72
1946-47....	1	1	77	446	.....	1034	.....
1947-48....	5	.....	132	1079	1	1272	.....
1948-49....	1	5	195	1638	2	1160	.....
1949-50....	8	18	287	2385	.....	1184	.....

Florida State University

1940-41....	.....	.....	12	345	.....	83	29
1941-42....	.....	.....	5	380	.....	24	11
1942-43....	.....	.....	10	386	.....	11	23
1943-44....	.....	.....	3	331	.....	8	14
1944-45....	.....	.....	6	361	.....	.....	.....
1945-46....	.....	.....	7	366	.....	.....	.....
1946-47....	.....	.....	15	392	.....	.....	.....
1947-48....	.....	.....	25	502	.....	.....	.....
1948-49....	.....	.....	68	672	.....	.....	.....
1949-50....	.....	.....	149	943	.....	.....	.....

GRADUATIONS—Continued**Florida School for the Deaf and Blind**

Year	Honor- ary Degrees	Ph.D. Degrees	Master Degrees	Bach- elor Degrees	Profes- sional Degrees	Two- Year Certi- ficates	High School Dip- plomas
1940-41.....							10
1941-42.....							6
1942-43.....							11
1943-44.....							1
1944-45.....							15
1945-46.....							8
1946-47.....							9
1947-48.....							14
1948-49.....							9
1949-50.....							8

Florida Agricultural and Mechanical College for Negroes

1940-41.....	.....	.....	.....	154	.....	3	.....
1941-42.....	.....	.....	.....	143	.....	12	.....
1942-43.....	.....	.....	.....	170	.....	33	.....
1943-44.....	.....	.....	.....	166	.....	21	.....
1944-45.....	.....	.....	.....	183	.....	43	.....
1945-46.....	.....	.....	.....	322	.....	43	.....
1946-47.....	.....	.....	1	322	.....	74	.....
1947-48.....	.....	.....	.....	382	.....	107	.....
1948-49.....	.....	.....	.....	408	.....	104	.....
1949-50.....	.....	.....	10	351	.....	95	.....

UNIVERSITY OF FLORIDA

Dr. J. Hillis Miller, President of the University of Florida, has presented a complete picture of the operations of this institution in its respective section of this report. He has, in a short period of time, fully adjusted himself to the manifold duties required of the position which he recently assumed.

Much progress has been made in the three main functions of a state supported school, namely—teaching, research, and public service through the dissemination of the results of research.

Many personnel changes were made during this biennium and these are noted in the President's report.

The challenging problem of providing facilities for a growing university has been met boldly by the officials. While statistics can be used in any way the user wishes, it may be well to state here that the educational space at the University of Florida is sixty-seven square feet per student while the average for land grant colleges in 1947-48 was one hundred forty-two square feet, and in 1950 the average was one hundred forty-nine square feet per student.

The stature acquired by this institution in the eyes of other schools in the south must be credited to the concentrated efforts of the President, Administrative Officers, Academic Personnel, and all others connected with the institution.

AGRICULTURAL EXPERIMENT STATION

The Agricultural Experiment Stations contributions to the citizens of Florida can never be reckoned by the appropriation it receives. During the period covered by this report, improvements were made in the fields of agriculture economics, frost warning, agriculture engineering, agronomy, animal husbandry and nutrition, entomology, home economics, horticulture, plant pathology, poultry husbandry, soils, and veterinary science. The zeal and enthusiasm with which these services are received is evidenced through the thousands of letters received and the many visits made to the experiment stations.

AGRICULTURAL EXTENSION SERVICE

During the biennium, the Agricultural Extension Service reached more families than at any other similar period in its history. The results of research in Agriculture and Home Economics were extended to both rural and urban residents upon request and through a series of coordinated programs. These programs were designed to promote recommended practices and various methods were used to bring to the attention of those concerned the need for, and advantage of, adopting the new practices.

In addition to their regular educational programs, county agents took an active part in the execution of several Federal Agricultural programs.

The Agricultural Extension Service is the means through which our developments in improvement of agriculture methods is conveyed to the farm communities of the State.

ENGINEERING AND INDUSTRIAL EXPERIMENT STATION

The Engineering and Industrial Experiment Station serves the industrial needs of our State. Its work is integrated with the other functions

of the College of Engineering in a threefold manner: (1) To make basic studies of engineering value, (2) To aid existing and new industries, and (3) To train graduate students in research on the problems of Florida.

The capabilities of the personnel are recognized by outside agencies to the extent of two and one-half dollars of contribution for every dollar of state appropriation. There is no assurance, however, that this high ratio will continue. A review of the report of the Director will reveal the importance of the contributions of this activity to our society.

FLORIDA STATE UNIVERSITY

Dr. Doak S. Campbell, President of Florida State University, has been able to present a very concise report on the problems and achievements of his institution. The Board appreciates his administrative ability to accomplish the goal of better education for our future citizens.

The period covered by his report is in many respects the most significant biennium in the one hundred year history of state-supported higher education in Florida. While the previous biennium saw the legal establishment of the co-educational institutions, that biennium was characterized largely by necessary immediate adjustments to the new status. On the other hand, the biennium covered in this report has seen the expansion and maturing of the program of the University within the general scope of activities that defines its sphere of action and service.

Enrollment increased at an even greater rate during the two years of this report. There was an enrollment of 7,430 in 1949-50 compared with 4,062 in 1947-48. This increased enrollment created problems of housing, instruction, and administration which were handled most efficiently.

Scholastically, Florida State University continues high in the ratings by various associations connected with higher education.

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES

This Board was faced with the difficult task of finding a capable educator and administrator to replace Dr. William H. Gray, Jr., as President of Florida A. & M. College.

Therefore, in its effort to find a person who would be a credit to our system of higher education, scores of applications were reviewed and many applicants interviewed personally by the Secretary and other members of the Board. Our selection was Dr. George W. Gore, Jr., who brings to our State a fine record of achievements. We feel that he will bring more plaudits and accomplishments to our Negro college which it deserves.

There were many personnel changes which will increase the value of an education at Florida A. & M. College. These changes are mentioned in detail in Dr. Gore's report.

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

The Florida School for the Deaf and the Blind is located in St. Augustine, Florida. Handicapped children are given instruction from

the first through the twelfth grades. In addition, certain vocations are taught such as printing, which will enable these children to be independent.

The biggest problem is obtaining qualified instructional personnel. Teaching the deaf and the blind requires more than a normal college education.

Dr. C. J. Settles, President, has presented a complete report on the activities of his school.

RINGLING MUSEUM OF ART

The State of Florida was bequeathed the property of John and Mable Ringling in Sarasota. The Board of Control was requested by the Board of Commissioners of State Institutions to act in its behalf in managing and improving the property.

During the period this Board has supervised the Ringling Museum, many improvements have been made. Notable among these is the establishment of the novel Museum of the American Circus. Included in this Museum are old lithographs, posters, and circus paraphernalia of the days when the great P. T. Barnum, together with the Ringlings, ruled the entertainment world.

Our work of continuing restoration on the valuable paintings still progresses. During the past four years, more than a hundred and twenty-five pictures have been cleaned and restored. This has been an arduous program, because the paintings in general were in bad condition, and many of them are extremely large. Wherever possible, they have been relined with double thicknesses of canvas so as to protect the films of pigment more adequately from the moisture. As a result of this restoration program, many interesting discoveries have been made. For example, where a picture had been ascribed to Jan Fyt prior to restoration, the cleaning and removal of excess oil paint revealed the signature of Frans Snyder. Restoration has not only preserved the paintings for posterity, but also has been instrumental in discovering the correct identity of the artist.

In addition to being a show place, the Museum is also available to students of art. Its library contains more than 1,000 volumes of literature on the history of art; seminars are held annually in conjunction with Florida State University, and the students are in residence for three weeks. This period of time not only gives them the opportunity to hear outstanding lecturers, but to see great paintings by masters as well. The State of Florida is fortunate to have such an outstanding showplace and educational center. Its popularity and growing prestige is evidenced by the ever-increasing attendance during our tourist season.

CONCLUSION

The Board of Control has been fortunate in having a conscientious staff to enable it to carry out its functions in an efficient manner. There is still before us the problem of salaries paid to our personnel, which in a great many instances are not in keeping with those paid by similar institutions. If we are to recruit qualified teachers, and retain those we now have, we must meet the competition from other schools. The cost of living index continues to rise, but the salaries to academic and staff personnel have not kept pace. Therefore, this Board

earnestly requests the members of the Legislature to provide sufficient funds for our institutions so that we may continue providing adequate educational opportunities for our sons and daughters.

Increasing population will naturally bring increased enrollment at our institutions. Veteran students are being replaced by non-veterans, and the anticipated decrease in enrollment has not materialized. With this factor in mind, we have made long range plans for the accommodation of additional students. Realizing that in order to keep pace in a technological world our future citizens will require a college education, we are attempting to provide the facilities in Florida so that we will keep Florida's children in Florida. The foundation for this objective is laid. It will be up to everyone concerned to see that the objective is kept in sight.

The Board desires to express its appreciation to the Governor, the State Board of Education, the State Budget Commission, the State Improvement Commission, and to the individuals comprising these Boards for their assistance and cooperation during these trying times.

It has been only through the cooperation of the State officials, the public, and the officers and employees of the various institutions that the State has been able to move forward in its program of higher education.

BOARD OF CONTROL

FRANK M. HARRIS, Chairman

Report of Board's Secretary

FINANCIAL REPORT OF THE BOARD'S SECRETARY COVERING RECEIPTS AND DISBURSEMENTS DURING THE FISCAL YEAR BEGINNING JULY 1, 1948, AND ENDING JUNE 30, 1949

Tallahassee, Florida, March 15, 1951

TO THE STATE BOARD OF CONTROL
Gentlemen:

The following report of the receipts and disbursements of all funds handled by the Board of Control during the fiscal year beginning July 1, 1948, and ending June 30, 1949, is herewith respectfully submitted.

W. F. POWERS,
Executive Secretary

BOARD OF CONTROL 1948-1949

FOR SALARIES RECEIPTS

Balance Brought Forward July 1, 1948	\$ 56,178.81	
State Appropriation	72,620.00	
Total		\$128,798.81

DISBURSEMENTS

For Salaries	\$ 14,784.96	
Amount released from Salaries for Expense	7,500.00	
Total		\$ 22,284.96

*\$106,513.85

Amount released from Salaries Reserve for
conducting survey for Medical College in
Florida

Disbursements	\$ 7,500.00	
	3,173.47	

*\$ 4,326.53

FOR EXPENSE RECEIPTS

Balance Brought Forward July 1, 1948	\$ 7,959.77	
State Appropriation	18,500.00	
Total		\$ 26,459.77

DISBURSEMENTS

For Travel and Office Expense	\$ 12,174.80	
Total		*\$ 14,284.97

*The balance in this fund reverted to the General Revenue Fund.

**FINANCIAL REPORT OF THE DEPARTMENT OF ARCHITECTURE
TO THE BOARD OF CONTROL FOR THE
FISCAL YEAR 1948-1949**

RESOURCES

Balance brought forward July 1, 1948	\$ 27,654.90
Received during the year for services rendered by the Department	155,210.97
Total	\$182,865.87

DISBURSEMENTS

For Salaries	\$114,463.99	
For Expense	19,987.80	
For Special Expense	35,733.57	170,185.36
Balance carried forward June 30, 1949	12,680.51	

STATE APPROPRIATION

RESOURCES

Appropriation for 1948-1949	\$ 4,500.00
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DISBURSEMENTS

For Salaries	none	
For Expense	\$ 336.82	336.82

Balance Reverting to General Revenue Fund June 30, 1949	\$ 4,163.18
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**FINANCIAL REPORT OF THE JOHN AND MABLE RINGLING
MUSEUM OF ART
FISCAL YEAR 1948-1949**

RESOURCES

INCIDENTAL FUND:

Balance brought forward July 1, 1948	\$ 47,083.96
Received during year	101,310.75
Total	<u>\$148,394.71</u>

DISBURSEMENTS

Salaries	\$ 24,862.24	
Expense	92,493.41	\$117,355.65
Balance carried forward June 30, 1949		<u>\$ 31,039.06</u>

SPECIAL—SALARIES:

Appropriation	\$ 25,000.00
Disbursements	24,992.67

Balance reverted to General Revenue Fund June 30, 1949	<u>\$ 7.33</u>
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SPECIAL—EXPENSE:

Appropriation	\$ 25,000.00
Additional release from Special Fund Surplus	1,273.76
Total Available	\$ 26,273.76
Disbursements	22,831.64

Balance reverted to General Revenue Fund June 30, 1949	<u>\$ 3,442.12</u>
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CONTINGENT FUND:

Balance brought forward July 1, 1948	\$ 21,037.92
Disbursements	21,037.92
Balance June 30, 1949	<u>.00</u>

INTEREST OF TRUST FUND:

Received during year	\$ 13,869.68
Disbursements	12,800.00
Balance carried forward June 30, 1949	<u>1,069.68</u>

TRUST FUND:

Balance brought forward July 1, 1948	\$532,000.00
Received during year	60,000.00

Disbursements: Investments and expense	<u>\$592,000.00</u>
	541,250.00

Balance carried forward June 30, 1949	<u>\$ 50,750.00</u>
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**ANNUAL REPORT OF SCHOLARSHIPS HANDLED BY THE
BOARD OF CONTROL**

UNIVERSITY OF FLORIDA

ARTHUR E. HAMM SCHOLARSHIP FUND

PRINCIPAL

First Federal Savings and Loan Association of Gainesville \$ 5,000.00

INCOME

RECEIPTS

Balance Brought Forward July 1, 1948 \$ 150.00
 Receipts during the Year 150.00

Total \$ 300.00

Disbursements:

For Scholarships 150.00

Balance Carried Forward July 1, 1949 \$ 150.00

WILLIAM LORING SPENCER MEMORIAL SCHOLARSHIP FUND

PRINCIPAL

U. S. Steel Corporation Stock \$ 400.00
 First Federal Savings and Loan Association of Jacksonville
 Stock 500.00
 Tallahassee Federal Savings and Loan Association Stock 2,500.00

Total \$ 3,400.00

INCOME

RECEIPTS

Balance Brought Forward July 1, 1948 \$ 108.44
 Receipts during the Year 113.00

Total \$ 221.44

Disbursements:

For Scholarships 100.00

Balance Carried Forward July 1, 1949 \$ 121.44

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

ALBERT W. GILCHRIST SCHOLARSHIP FUND

PRINCIPAL

First Federal Savings and Loan Association of Jacksonville Stock	\$ 500.00
First Federal Savings and Loan Association of Gainesville Stock	500.00
First Federal Savings and Loan Association of Gainesville Stock	5,000.00
Tallahassee Federal Savings and Loan Association Stock	4,000.00
Total	<u>\$ 10,000.00</u>

INCOME

RECEIPTS

Balance Brought Forward July 1, 1948	\$ 295.51
Receipts during the Year	296.71
Total	<u>\$ 592.22</u>
Disbursements:	
For Scholarships	283.75
Balance Carried Forward July 1, 1949	<u>\$ 308.47</u>

DAVID YULEE SCHOLARSHIP FUND

PRINCIPAL

First Federal Savings and Loan Association of Jacksonville Stock	<u>\$ 5,000.00</u>
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INCOME

RECEIPTS

Balance Brought Forward July 1, 1948	\$ 100.00
Receipts during the Year	100.00
Total	<u>\$ 200.00</u>
Disbursements:	
For Scholarships	100.00
Balance Carried Forward July 1, 1949	<u>\$ 100.00</u>

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

DAVID YULEE LECTURESHIP FUND

PRINCIPAL

Tallahassee Federal Savings and Loan Association Stock \$ 3,000.00

INCOME

RECEIPTS

Balance Brought Forward July 1, 1948.....	\$ 334.79	
Receipts during the Year	94.24	
Total		\$ 429.03
Disbursements:		
For Lecture		300.00
Balance Carried Forward July 1, 1949		<u>\$ 129.03</u>

FRANK H. WADE ESTATE FUND

PRINCIPAL

First Federal Savings and Loan Association of Jacksonville Stock		\$ 2,500.00
First Federal Savings and Loan Association of Gainesville Stock		3,000.00
Five United States Savings Bonds, Series G, at \$1,000.00 each		5,000.00
One United States Savings Bonds, Series G		500.00
One United States Savings Bonds, Series G		800.00
Total		<u>\$ 11,800.00</u>

INCOME

RECEIPTS

Balance Brought Forward July 1, 1948	\$ 329.57	
Receipts during the Year	303.22	
Total		\$ 632.79
Disbursements:		
None		
Balance Carried Forward July 1, 1949		<u>\$ 632.79</u>

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

RAMSAUR MEMORIAL FUND

PRINCIPAL

First Federal Savings and Loan Association of Gainesville Stock	\$	700.00
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INCOME

RECEIPTS

Balance Brought Forward July 1, 1948	\$	77.69
Receipts during the Year		21.00

Total	\$	98.69
Disbursements		32.50

Balance Carried Forward July 1, 1949	\$	66.19
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TUFTS SCHOLARSHIP FUND

INCOME

RECEIPTS

Balance Brought Forward July 1, 1948	\$	521.49
Receipts during the Year		381.46

Total	\$	902.95
Disbursements:		
For Scholarships		500.00

Balance Carried Forward July 1, 1949	\$	402.95
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CECIL WILLCOX MEMORIAL SCHOLARSHIP FUND

PRINCIPAL

Two War Savings Bonds, Series G, at \$1,000.00 each	\$	2,000.00
One War Savings Bond, Series G		500.00

Total	\$	2,500.00
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INCOME

RECEIPTS

Balance Brought Forward July 1, 1948	\$	66.25
Receipts during the Year		62.50

Total	\$	128.75
Disbursements:		
For Scholarships		66.25

Balance Carried Forward July 1, 1949	\$	62.50
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UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

JOHN AND IDA ENGLISH LOAN FUND

INCOME

RECEIPTS

Received from Hon. Colin English	\$ 602.60	
Receipts during the Year	5.76	
Total		\$ 608.36
Disbursements:		
None		
Balance Carried Forward July 1, 1949		<u>\$ 608.36</u>

JOHN G. AND FANNIE F. RUGE MEMORIAL AND SCHOLARSHIP LOAN FUND

LOANS

Received for Loans		\$ 41,703.27
Loans made during the Year	\$ 41,360.00	
Collection on Loans	4,790.00	
Loans Outstanding June 30, 1949		\$ 36,570.00
*Balance June 30, 1949		5,133.27
Total		<u>\$ 41,703.27</u>

*Balance consists of:

United States Treasury Bonds	\$ 10,000.00
Cash Overdraft	4,866.73
Total	<u>\$ 5,133.27</u>

SCHOLARSHIPS

Receipts	\$ 9,428.92
Scholarships Awarded	5,740.79
Cash Balance	<u>\$ 3,688.13</u>

FLORIDA STATE UNIVERSITY

ALBERT W. GILCHRIST SCHOLARSHIP FUND

PRINCIPAL

Tallahassee Federal Savings and Loan Association	\$ 5,000.00
First Federal Savings and Loan Association of Gainesville	4,500.00
First Federal Savings and Loan Association of Jacksonville	500.00
Total	<u>\$ 10,000.00</u>

INCOME

RECEIPTS

Balance Brought Forward July 1, 1948	\$ 239.42
Receipts during the Year	298.08
Total	<u>\$ 537.50</u>
Disbursements:	
For Scholarships	175.00
Balance Carried Forward July 1, 1949	<u>\$ 362.50</u>

MRS. SARAH LEVY SCHOLARSHIP FUND

INCOME

RECEIPTS

Balance Brought Forward July 1, 1948	\$ 331.64
Receipts during the Year	67.43
Check from Mrs. Sara Levy	300.00
Total	<u>\$ 699.07</u>
Disbursements:	
For Scholarships	300.00
Balance Carried Forward July 1, 1949	<u>\$ 399.07</u>

TUFTS SCHOLARSHIP FUND

INCOME

RECEIPTS

Balance Brought Forward July 1, 1948	\$ 447.01
Receipts During the Year	381.47
Total	<u>\$ 828.48</u>
Disbursements:	
For Scholarships	200.00
Balance Carried Forward July 1, 1949	<u>\$ 628.48</u>

FLORIDA STATE UNIVERSITY SCHOLARSHIPS—Continued

JOHN G. AND FANNIE F. RUGE MEMORIAL AND SCHOLARSHIP FUND

LOANS

Received for Loans		\$ 31,903.33
Loans made during the Year	\$ 6,700.00	
Collection on Loans	50.68	
Loans Outstanding June 30, 1949		\$ 6,649.32
*Balance June 30, 1949		25,254.01
Total		<u>\$ 31,903.33</u>

*Balance consists of:

United States Treasury Bonds	\$ 25,000.00
Cash Balance	254.01
Total	<u>\$ 25,254.01</u>

SCHOLARSHIPS

Receipts	\$ 7,364.74
Scholarships Awarded	5,325.00
Cash Balance	<u>\$ 2,039.74</u>

JOHN AND IDA ENGLISH LOAN FUND

INCOME

RECEIPTS

Check received from Hon. Colin English	\$ 602.60
Receipts during the Year	5.76
Total	\$ 608.36
Disbursements:	
For Loans	250.00
Balance Carried Forward July 1, 1949	<u>\$ 358.36</u>

FLORIDA SCHOOL FOR THE DEAF AND BLIND

ALBERT W. GILCHRIST SCHOLARSHIP FUND

PRINCIPAL

Tallahassee Federal Savings and Loan Association Stock	\$ 4,000.00
Two United States War Savings Bonds, Series G, at \$1,000.00 each	2,000.00
Total	<u>\$ 6,000.00</u>

INCOME

RECEIPTS

Balance Brought forward July 1, 1948	\$ 451.60
Receipts during the Year	192.48
Cancellation of \$1,000.00 Stock in Tallahassee Federal Savings and Loan Association	1,000.00
Total	\$ 1,644.08
Disbursements:	
For Scholarships	562.50
Balance Carried Forward July 1, 1949	<u>\$ 1,081.58</u>

FLORIDA A. & M. COLLEGE FOR NEGROES

J. C. McMULLEN SCHOLARSHIP FUND

PRINCIPAL

1 United States Government Bond, Series G	<u>\$ 1,000.00</u>
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INCOME

RECEIPTS

Balance Brought Forward July 1, 1948	\$ 122.04
Receipts during the Year	27.46
Total	\$ 149.50
Disbursements:	
None	
Balance Carried Forward July 1, 1949	<u>\$ 149.50</u>

 FLORIDA A. & M. COLLEGE FOR NEGROES—Continued

 MRS. SARA LEVY SCHOLARSHIP FUND

 INCOME
 RECEIPTS

Balance Brought Forward July 1, 1948	\$	518.78	
Check from Mrs. Sara Levy		150.00	
Interest on Bank Deposits		4.30	
Total	\$		673.08
Disbursements:			
None			
Balance Carried Forward July 1, 1949	\$		673.08

 HART HOSPITAL FUND

PRINCIPAL

One United States War Savings Bond, Series G	\$	1,500.00	
Two United States War Savings Bonds, Series G, at \$1,000.00 each		2,000.00	
Two Cottages in Jacksonville valued at		2,000.00	
Total	\$		5,500.00

 INCOME
 RECEIPTS

Balance Brought Forward July 1, 1948	\$	410.55	
Receipts during the Year		392.74	
Total	\$		803.29
Disbursements:			
None			
Balance Carried Forward July 1, 1949	\$		803.29

 JOHN AND IDA ENGLISH LOAN FUND

 INCOME
 RECEIPTS

Received check from Hon. Colin English	\$	602.60	
Receipts during the Year		119.66	
Total	\$		722.26
Disbursements:			
For Loans			401.50
Balance Carried Forward July 1, 1949	\$		320.76

TUFTS SCHOLARSHIP FUND INVESTMENT ACCOUNT

University of Florida and Florida State University

RECEIPTS

Invested in Jacksonville Savings and Loan Association....	\$ 713.47
One United States Savings Bonds, Series G	1,500.00
Three United States Savings Bonds, Series G, at \$1,000.00 each	3,000.00
Total	\$ 5,213.47

TUFTS SCHOLARSHIP FUND GENERAL ACCOUNT

University of Florida and Florida State University

RECEIPTS

In Lewis State Bank	\$ 2,857.39
Received from the Estate during the Year	656.69
Balance Carried Forward July 1, 1949	\$ 3,514.08

**EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF DECEASED
WORLD WAR VETERANS, CHAPTER 20966, ACTS OF 1941**

RECEIPTS

State Appropriations	\$ 8,000.00
Refund on Scholarship	100.00
Total	\$ 8,100.00

DISBURSEMENTS

Scholarships, University of Florida	\$ 1,350.00
Scholarships, Florida State University	2,175.00
Total	\$ 3,525.00
Balance Reverting to General Revenue Fund, July 1, 1949	\$ 4,575.00

REPORT OF BOARD'S SECRETARY

EX-CONFEDERATE SOLDIERS AND SAILORS HOME
ENDOWMENT FUND

UNIVERSITY OF FLORIDA

RECEIPTS

Balance Brought Forward July 1, 1948	\$ 400.50
Interest on Investments	277.71
Total	\$ 678.21

DISBURSEMENTS

For Scholarships	\$ 300.00
Balance Carried Forward July 1, 1949	<u>\$ 378.21</u>

FLORIDA STATE UNIVERSITY

RECEIPTS

Balance Brought Forward July 1, 1948	\$ 400.49
Interest on Investments	277.71
Total	\$ 678.20

DISBURSEMENTS

For Scholarships	\$ 300.00
Balance Carried Forward July 1, 1949	<u>\$ 378.20</u>

**FINANCIAL REPORT OF THE BOARD'S SECRETARY COVERING
RECEIPTS AND DISBURSEMENTS DURING THE
FISCAL YEAR BEGINNING JULY 1, 1949,
AND ENDING JUNE 30, 1950**

Tallahassee, Florida, March 15, 1951

To THE STATE BOARD OF CONTROL

Gentlemen:

The following report of the receipts and disbursements of all funds handled by the Board of Control during the fiscal year beginning July 1, 1949, and ending June 30, 1950, is herewith respectfully submitted.

W. F. Powers,
Executive Secretary

**BOARD OF CONTROL
1949-1950**

FOR SALARIES

RECEIPTS

State Appropriation \$ 16,860.00

DISBURSEMENTS

For Salaries 16,554.99

Balance Carried Forward July 1, 1950 \$ 305.01

FOR EXPENSE

RECEIPTS

State Appropriation \$ 17,900.00

DISBURSEMENTS

For Travel and Office Expense 10,635.32

Balance Carried Forward July 1, 1950 \$ 7,264.68

BOARD OF CONTROL—

SPECIAL REGIONAL EDUCATION PROGRAM

State Appropriation \$200,000.00

DISBURSEMENTS

Expenses for Administration \$ 7,000.00

Contracts 119,250.00

126,250.00

Balance Carried Forward July 1, 1950 \$ 73,750.00

BOARD OF CONTROL—RACING SCHOLARSHIP FUND

Amounts received from Race Tracks \$165,830.00

DISBURSEMENTS

None

Balance Carried Forward July 1, 1950 \$165,830.00

**FINANCIAL REPORT OF THE DEPARTMENT OF ARCHITECTURE
TO THE BOARD OF CONTROL
FISCAL YEAR 1949-1950**

RESOURCES

Balance brought forward July 1, 1949	\$ 12,680.51
Received during the year for services rendered by the Department	149,323.98
Total	\$162,004.49

DISBURSEMENTS

For salaries	\$108,638.05	
For expense	7,347.17	
For special expense	7,148.77	\$123,133.99
Balance carried forward June 30, 1950		\$ 26,189.99

STATE APPROPRIATION

RESOURCES

Appropriation for 1949-1950	\$ 4,500.00
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DISBURSEMENTS

For salaries	\$ 2,489.57	
For expense	314.39	\$ 2,803.96
Balance carried forward June 30, 1950		\$ 1,696.04

**FINANCIAL REPORT OF THE JOHN AND MABLE RINGLING
MUSEUM OF ART**
FISCAL YEAR 1949-1950

RESOURCES**INCIDENTAL FUND:**

Balance brought forward July 1, 1949	\$ 31,039.06
Received during year	86,852.35
Total	<u>\$117,891.41</u>

DISBURSEMENTS

Salaries	\$ 20,804.67	
Expense	55,418.66	76,223.33
Balance carried forward June 30, 1950		<u>\$ 41,668.08</u>
State Appropriation—Salaries	\$ 40,000.00	
Amount placed in Reserve	5,500.00	
Total released for salaries	\$ 34,500.00	
Disbursements	34,270.96	
Balance carried forward June 30, 1950	\$ 229.04	
State Appropriation—Expense	\$ 84,000.00	
Amount placed in Reserve	11,550.00	
Total released for expense	\$ 72,450.00	
Disbursements	51,467.43	
Balance carried forward June 30, 1950	<u>\$ 20,982.57</u>	

INTEREST OF TRUST FUND:

Balance brought forward July 1, 1949	\$ 1,069.68
Received during year	43,900.76
Total	<u>\$ 44,970.44</u>
Disbursements	37,950.00
Balance carried forward June 30, 1950	<u>\$ 7,020.44</u>

TRUST FUND:

Balance brought forward July 1, 1949	\$ 50,750.00
Received during year	126,450.00
Balance carried forward June 30, 1950	<u>\$177,200.00</u>

**ANNUAL REPORT OF SCHOLARSHIPS HANDLED BY
THE BOARD OF CONTROL**

UNIVERSITY OF FLORIDA

ARTHUR E. HAMM SCHOLARSHIP FUND

PRINCIPAL

First Federal Savings and Loan Association of Gainesville \$ 5,000.00

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949 \$ 150.00
 Receipts during the Year 150.56

Total \$ 300.56

Disbursements:

For Scholarships 150.00

Balance Carried Forward July 1, 1950 \$ 150.56

GENERAL WILLIAM LORING SPENCER MEMORIAL SCHOLARSHIP FUND

PRINCIPAL

U. S. Steel Corporation Stock \$ 400.00

First Federal Savings and Loan Association of Jacksonville
 Stock 500.00

Tallahassee Federal Savings and Loan Association Stock 2,500.00

Total.. \$ 3,400.00

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949 \$ 121.44
 Receipts during the Year 113.60

Total \$ 235.04

Disbursements:

For Scholarships 100.00

Balance Carried Forward July 1, 1950 \$ 135.04

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

ALBERT W. GILCHRIST SCHOLARSHIP FUND

PRINCIPAL

First Federal Savings and Loan Association of Jacksonville Stock	\$ 500.00
First Federal Savings and Loan Association of Gainesville Stock	500.00
First Federal Savings and Loan Association of Gainesville Stock	5,000.00
Tallahassee Federal Savings and Loan Association Stock	4,000.00
Total	<u>\$ 10,000.00</u>

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 308.47
Receipts during the Year	296.80
Total	\$ 605.27
Disbursements:	
For Scholarships	300.00
Balance Carried Forward July 1, 1950	<u>\$ 305.27</u>

DAVID YULEE SCHOLARSHIP FUND

PRINCIPAL

First Federal Savings and Loan Association of Jacksonville Stock	\$ 5,000.00
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INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 100.00
Receipts during the Year	100.00
Total	\$ 200.00
Disbursements:	
For Scholarships	100.00
Balance Carried Forward July 1, 1950	<u>\$ 100.00</u>

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

DAVID YULEE LECTURESHIP FUND

PRINCIPAL

Tallahassee Federal Savings and Loan Association Stock \$ 3,000.00

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949 \$ 129.03

Receipts during the Year 91.64

Total \$ 220.67

Disbursements:

For Lecture 125.00

Balance Carried Forward July 1, 1950 \$ 95.67

FRANK H. WADE ESTATE FUND

PRINCIPAL

First Federal Savings and Loan Association of Gainesville
Stock \$ 3,000.00

First Federal Savings and Loan Association of Jacksonville
Stock 2,500.00

Five United States Savings Bonds, Series G, at \$1,000.00
each 5,000.00

One United States Savings Bond, Series G 500.00

One United States Savings Bond, Series G 800.00

Total \$ 11,800.00

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949 \$ 632.79

Receipts during the Year 308.00

Total \$ 940.79

Disbursements:

None

Balance Carried Forward July 1, 1950 \$ 940.79

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

RAMSAUR MEMORIAL FUND

PRINCIPAL

First Federal Savings and Loan Association of Gainesville Stock	\$ 700.00
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INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 66.19
Receipts during the Year	21.00

Total	\$ 87.19
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Disbursements: For Medals	65.00
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Balance Carried Forward July 1, 1950	\$ 22.19
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TUFTS SCHOLARSHIP FUND

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 402.95
Receipts during the Year	509.39

Total	\$ 912.34
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Disbursements: For Scholarships	500.00
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Balance Carried Forward July 1, 1950	\$ 412.34
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CECIL WILLCOX MEMORIAL SCHOLARSHIP FUND

PRINCIPAL

One War Savings Bond, Series G	\$ 500.00
Two War Savings Bonds, Series G, at \$1,000.00 each	2,000.00

Total	\$ 2,500.00
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INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 62.50
Receipts during the year	62.50

Total	\$ 125.00
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Disbursements: For Scholarship	62.50
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Balance Carried Forward July 1, 1950	\$ 62.50
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UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

JOHN AND IDA ENGLISH LOAN FUND

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 608.36	
Receipts during the Year	2.91	
Total		\$ 611.27
Disbursements:		
None		
Balance Carried Forward July 1, 1950		<u>\$ 611.27</u>

JOHN G. AND FANNIE F. RUGE MEMORIAL AND SCHOLARSHIP LOAN FUND

LOANS

Received for Loans		<u>\$ 58,398.15</u>
Loans made to students	\$ 65,285.00	
Collections on Loans	17,646.96	
Loans Outstanding June 30, 1949		\$ 47,638.04
*Balance June 30, 1949		10,760.11
Total		<u>\$ 58,398.15</u>

*Balance consists of:

United States Treasury Bonds	\$ 10,000.00
Cash	760.11
Total	<u>\$ 10,760.11</u>

SCHOLARSHIPS

Receipts	\$ 8,068.72
Scholarships Awarded	4,400.00
Cash Balance	<u>\$ 3,668.72</u>

FLORIDA STATE UNIVERSITY

ALBERT W. GILCHRIST SCHOLARSHIP FUND

PRINCIPAL

Tallahassee Federal Savings and Loan Association Stock	\$ 5,000.00
First Federal Savings and Loan Association of Gainesville Stock	4,500.00
First Federal Savings and Loan Association of Jacksonville Stock	500.00
Total	<u>\$ 10,000.00</u>

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 362.50
Receipts During the Year	299.69
Total	\$ 662.19
Disbursements: For Scholarships	174.00
Balance Carried Forward July 1, 1950	<u>\$ 488.19</u>

MRS. SARA LEVY SCHOLARSHIP FUND

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 399.07
Receipts during the Year	5.08
Check from Mrs. Sara Levy	300.00
Total	\$ 704.15
Disbursements: For Scholarships	319.98
Balance Carried Forward July 1, 1950	<u>\$ 384.17</u>

TUFTS SCHOLARSHIP FUND

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 628.48
Receipts during the Year	384.38
Total	\$ 1,012.86
Disbursements: For Scholarships	350.00
Balance Carried Forward July 1, 1950	<u>\$ 662.86</u>

FLORIDA STATE UNIVERSITY SCHOLARSHIPS—Continued

JOHN AND IDA ENGLISH LOAN FUND

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 358.36	
Receipts during the Year	2.91	
Total		\$ 361.27
Disbursements:		
Loans made to students		345.00
Balance Carried Forward July 1, 1950		<u>\$ 16.27</u>

JOHN G. AND FANNIE F. RUGE MEMORIAL AND SCHOLARSHIP LOAN FUND

LOANS

Received for Loans		<u>\$ 41,970.80</u>
Loans made to students	\$ 14,558.30	
Collection on Loans	2,395.10	
Loans Outstanding June 30, 1949		\$ 12,163.20
*Balance June 30, 1949		29,807.60
Total		<u>\$ 41,970.80</u>

*Balance consists of:

United States Treasury Bonds	\$ 25,000.00
Cash Balance	4,807.60
Total	<u>\$ 29,807.60</u>

SCHOLARSHIPS

Receipts	\$ 9,798.62
Scholarships Awarded	5,400.00
Cash Balance	<u>\$ 4,398.62</u>

 FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

ALBERT W. GILCHRIST SCHOLARSHIP FUND

 PRINCIPAL

Tallahassee Federal Savings and Loan Association Stock	\$ 4,000.00
Two United States War Savings Bonds, Series G, at \$1,000.00 each	2,000.00
Total	<u>\$ 6,000.00</u>

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 1,081.58
Receipts during the Year	186.88
Total	\$ 1,268.46
Disbursements:	
None	
Balance Carried Forward July 1, 1950	<u>\$ 1,268.46</u>

FLORIDA A. & M. COLLEGE FOR NEGROES

J. C. McMULLEN SCHOLARSHIP FUND

PRINCIPAL

One United States Government Bond, Series G \$ 1,000.00

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949 \$ 149.50
Receipts during the Year 26.12

Total \$ 175.62
Disbursements:

None
Balance Carried Forward July 1, 1950 \$ 175.62

MRS. SARA LEVY SCHOLARSHIP FUND

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949 \$ 673.08
Check from Mrs. Sara Levy 150.00
Interest on Bank Deposits 2.55

Total \$ 825.63
Disbursements:

None
Balance Carried Forward July 1, 1950 \$ 825.63

HART HOSPITAL FUND

PRINCIPAL

Three United States War Savings Bonds, Series G, at
\$1,000.00 each \$ 3,000.00
One United States War Savings Bond, Series G 500.00
Two Cottages in Jacksonville valued at 2,000.00
Total \$ 5,500.00

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949 \$ 803.29
Receipts during the Year 503.72

Total \$ 1,307.01
Disbursements:

None
Balance Carried Forward July 1, 1950 \$ 1,307.01

FLA. A. & M. COLLEGE FOR NEGROES SCHOLARSHIPS—Continued

JOHN AND IDA ENGLISH LOAN FUND

INCOME

RECEIPTS

Balance Brought Forward July 1, 1949	\$	320.76
Receipts during the Year		327.63
Total	\$	648.39
Disbursements:		
Loans made to students		454.50
Balance Carried Forward July 1, 1950	\$	<u>193.89</u>

MILLARD CALDWELL LOAN FUND

INCOME

RECEIPTS

Received from Hon. Millard Caldwell	\$	25,000.00
Disbursements:		
None		
Balance Carried Forward July 1, 1950	\$	<u>25,000.00</u>

TUFTS SCHOLARSHIP FUND INVESTMENT ACCOUNT
SCHOLARSHIPS

University of Florida and Florida State University

RECEIPTS

Invested in Jacksonville Savings and Loan Association	\$	713.47
One United States Savings Bond, Series G		1,500.00
Three United States Savings Bonds, Series G, at \$1,000.00 each		3,000.00
 Total	 \$	 <u>5,213.47</u>

TUFTS SCHOLARSHIP FUND GENERAL ACCOUNT

University of Florida and Florida State University

RECEIPTS

In Lewis State Bank	\$	514.08
Received from the Estate during the Year		656.69
 Balance Carried Forward July 1, 1950	 \$	 <u>1,170.77</u>

EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF DECEASED
WORLD WAR VETERANS, CHAPTER 20966, ACTS OF
1941

RECEIPTS

State Appropriation	\$	8,000.00
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DISBURSEMENTS

Scholarships, University of Florida	\$	900.00
Scholarships, Florida State University		2,000.00
Scholarships, Florida A. & M. College for Negroes		300.00
 Total	 \$	 <u>3,200.00</u>
 Balance Reverting to General Revenue Fund, July 1, 1950	 \$	 <u>4,800.00</u>

EX-CONFEDERATE SOLDIERS AND SAILORS HOME
ENDOWMENT FUND

UNIVERSITY OF FLORIDA

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 378.21
Receipts during the Year	251.79
Total	<u>\$ 630.00</u>

DISBURSEMENTS

For Scholarships	300.00
Balance Carried Forward July 1, 1950	<u>\$ 330.00</u>

FLORIDA STATE UNIVERSITY

RECEIPTS

Balance Brought Forward July 1, 1949	\$ 378.20
Receipts during the Year	251.79
Total	<u>629.99</u>

DISBURSEMENTS

For Scholarships	300.00
Balance Carried Forward July 1, 1950	<u>\$ 329.99</u>

UNIVERSITY OF FLORIDA—FLETCHER HALL, P. W. A.
DOCKET—1092-1-F 1948-1949

Operating Fund:

Balance brought forward July 1, 1948	\$ 4,214.13
Receipts during year	36,074.14
Total	<u>\$ 40,288.27</u>
Disbursements	<u>41,695.56</u>
Balance carried forward to Revenue Account July 1, 1949	<u>\$ 1,407.29 Cr.¹</u>

Revenue Certificate Fund:

Balance brought forward July 1, 1948	\$ 17,054.28
Receipts during year	4,609.94
Total	<u>\$ 21,664.22</u>
Disbursements for servicing loan	<u>10,959.85</u>
Balance carried forward July 1, 1949	<u>\$ 10,704.37</u>

U. S. Bonds on Hand	\$ 42,200.00
Amount of Revenue Certificates issued	183,000.00
Amount of Certificates paid	37,000.00
Amount of Certificates outstanding	<u>\$146,000.00</u>
Certificates issued 1938, payable serially through 1968.	

1949-1950

Revenue Certificate Account:

Balance brought forward July 1, 1949	\$ 10,704.37
Receipts	12,375.00
Total	<u>\$ 23,079.37</u>
Disbursements for servicing loan	<u>10,759.35</u>
Balance carried forward July 1, 1950	<u>\$ 12,320.02</u>

U. S. Bonds on Hand	\$ 42,200.00
Amount of Revenue Certificates issued	183,000.00
Amount of Revenue Certificates paid	42,000.00
Amount of Revenue Certificates outstanding	<u>\$141,000.00</u>

Certificates issued 1938, payable serially through 1968.

¹ Subsequent operations included in the University of Florida Dormitory operating fund.

UNIVERSITY OF FLORIDA—MURPHREE HALL P. W. A.
DOCKET 1092-2-F 1948-1949

Operating Fund:

Balance brought forward July 1, 1948	\$ 2,898.92	Cr.
Receipts during year	63,202.54	
Total	\$ 60,303.62	
Disbursements	51,011.35	
Balance carried forward to Revenue Account July 1, 1949	<u>\$ 9,292.27</u> ¹	

Revenue Certificate Fund:

Balance brought forward July 1, 1948	\$ 23,181.18
Receipts during year	18,255.62
Total	\$ 41,436.80
Disbursements for servicing loan	16,209.95
Balance carried forward July 1, 1949	<u>\$ 25,226.85</u>
U. S. Bonds on Hand	\$ 66,970.00
Amount of Revenue certificates issued	274,000.00
Amount of certificates paid	47,000.00
Amount of certificates outstanding	<u>\$227,000.00</u>
Certificates issued 1938, payable serially through 1968.	

1949-1950

Revenue Certificate Account:

Balance brought forward July 1, 1949	\$ 25,226.85
Receipts	12,800.00
Total	\$ 38,026.85
Disbursements for servicing loan	16,910.20
Balance carried forward July 1, 1950	<u>\$ 21,116.65</u>
U. S. Bonds on Hand	\$ 66,970.00
Amount of certificates issued	274,000.00
Amount of certificates paid	55,000.00
Amount of revenue certificates outstanding	<u>\$219,000.00</u>

Certificates issued 1938, payable serially through 1968

¹ Subsequent operations included in the University of Florida Dormitory operating fund.

 LANDIS HALL — P. W. A. DOCKET 1092-4-F

1948-1949

Operating Fund:

Balance brought forward July 1, 1948	\$ 2,792.20
Receipts during year	27,200.67

Total	\$ 29,992.87
Disbursements	27,698.06

Balance carried forward July 1, 1949	<u>\$ 2,294.81</u>
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Revenue Certificate Fund:

Balance brought forward July 1, 1948	\$ 15,717.12
Receipts during year	22,196.96

Total	\$ 37,914.08
Disbursements for Servicing Loan	16,589.40

Balance carried forward July 1, 1949	<u>\$ 21,324.68</u>
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U. S. Bonds on Hand	\$ 58,160.00
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Amount of Certificates issued	259,000.00
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Amount of Certificates paid	49,000.00
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Amount of Certificates outstanding	<u>\$210,000.00</u>
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Certificates issued 1938, payable serially through 1968

1949-1950

Operating Fund:

Balance brought forward July 1, 1949	\$ 2,294.81
Receipts during year	27,691.48

Total	\$ 29,986.29
Disbursements	23,688.77

Balance carried forward July 1, 1950	<u>\$ 6,297.52</u>
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Revenue Certificate fund:

Balance brought forward July 1, 1950	\$ 21,324.68
Receipts during year	22,645.08

Total	\$ 43,969.76
Disbursements for servicing loan	16,268.60

Balance carried forward July 1, 1950	<u>\$ 27,701.16</u>
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U. S. Bonds on Hand	\$ 58,160.00
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Amount of Certificates issued	259,000.00
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Amount of Certificates paid	57,000.00
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Amount of Certificates Outstanding	<u>\$202,000.00</u>
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Certificates issued 1938, payable serially through 1968

DINING HALL — P. W. A. DOCKET FLORIDA 1092-5-F

1948-1949

Operating Fund:

Balance brought forward July 1, 1948	\$ 22,459.18
Receipts during year	639,826.90

Total	\$662,286.08
Disbursements during year	648,667.53

Balance carried forward July 1, 1949	<u>\$ 13,618.55</u>
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Revenue Certificate Fund:

Balance brought forward July 1, 1948	\$ 18,610.87
Receipts during year	9,192.04

Total	\$ 27,802.91
Disbursements for servicing loan	8,816.00

Balance carried forward July 1, 1949	<u>\$ 18,986.91</u>
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U. S. Bonds on Hand	\$107,170.00
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Amount of certificates issued	145,000.00
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Amount of certificates paid	27,000.00
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Amount of certificates outstanding	<u>\$118,000.00</u>
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Certificates issued 1938, payable serially through 1968

1949-1950

Operating Fund:

Balance brought forward July 1, 1949	\$ 13,618.55
Receipts during year	452,596.63

Total	\$466,215.18
Disbursements during year	448,120.86

Balance carried forward July 1, 1950	<u>\$ 18,094.32</u>
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Revenue Certificate Fund:

Balance brought forward July 1, 1949	\$ 18,986.91
Receipts during year	4,289.99

Total	\$ 23,276.90
Disbursement during year for servicing loan	8,655.60

Balance carried forward July 1, 1950	<u>\$ 14,621.30</u>
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U. S. Bonds on Hand	\$107,170.00
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Amount of Certificates issued	145,000.00
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Amount of Certificates paid	31,000.00
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Amount of Certificates Outstanding	<u>\$114,000.00</u>
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Certificates issued 1938, payable serially through 1968

 NEW INFIRMARY — P. W. A. DOCKET FLORIDA 1175-F

1948-1949

Operating Fund:

Balance brought forward July 1, 1948	\$ 5,848.79
Receipts during year	100,929.87

Total	\$106,778.66
Disbursements	85,135.54

Balance carried forward July 1, 1949	<u>\$ 21,643.12</u>
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Revenue Certificate Fund:

Balance brought forward July 1, 1948	\$ 12,874.82
Receipts during year	17,442.92

Total	\$ 30,317.74
Disbursement for servicing loan	3,760.00

Balance carried forward July 1, 1949	<u>\$ 26,557.74</u>
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U. S. Bonds on Hand	<u>\$ 19,990.00</u>
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Amount of certificates issued	58,000.00
Amount of certificates paid	15,000.00

Amount of certificates outstanding	<u>\$ 43,000.00</u>
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Certificates issued 1938, payable serially through 1964

1949-1950

Operating Fund:

Balance brought forward July 1, 1949	\$ 21,643.12
Receipts during year	112,461.02

Total	\$134,104.14
Disbursements	99,848.37

Balance carried forward July 1, 1950	<u>\$ 34,255.77</u>
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Revenue Certificate Fund:

Balance brought forward July 1, 1949	\$ 26,557.74
Receipts during year	19,414.17

Total	\$ 45,971.91
Disbursements for servicing loan \$ 3,680.00	
Disbursements for purchase of bonds 35,985.34	39,665.34

Balance carried forward July 1, 1950	<u>\$ 6,306.57</u>
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U. S. Bonds on Hand	<u>\$ 55,975.34</u>
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Amount of certificates issued	58,000.00
Amount of certificates paid	17,000.00

Amount of certificates outstanding	<u>\$ 41,000.00</u>
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Certificates issued 1938, payable serially through 1964.

WOMEN'S DORMITORY
FLORIDA AGRICULTURAL & MECHANICAL COLLEGE FOR
NEGROES—P. W. A. DOCKET 1092-6-DS 1948-1949

Operating Fund:

Balance brought forward July 1, 1948	\$ 1,708.39	
Receipts during year	8,909.14	
Total	<u>\$ 10,617.53</u>	
Disbursements during year	12,686.21	
Balance carried forward July 1, 1949	<u>\$ 2,068.68</u>	Cr.

Revenue Certificate Fund:

Balance brought forward July 1, 1948	\$ 5,392.66	
Receipts during year	6,099.50	
Total	<u>\$ 11,492.16</u>	
Disbursements for servicing loan	6,391.45	
Balance carried forward July 1, 1949	<u>\$ 5,100.70</u>	

U. S. Bonds on Hand \$ 35,000.00

Amount of Certificates issued 109,000.00

Amount of Certificates paid 26,000.00

Amount of Certificates outstanding \$ 83,000.00

Certificates issued 1938, payable serially through 1968.

1949-1950

Operating Fund:

Balance brought forward July 1, 1949	\$ 2,068.68	Cr.
Receipts	9,064.33	
Total	<u>\$ 6,995.65</u>	
Disbursements during year	7,060.66	
Balance carried forward July 1, 1950	<u>\$ 65.01</u>	Cr.

Revenue Certificate Fund:

Balance brought forward July 1, 1949	\$ 5,100.71	
Receipts	6,404.00	
Total	<u>\$ 11,504.71</u>	
Disbursements for servicing loan	6,267.15	
Balance carried forward July 1, 1950	<u>\$ 5,237.56</u>	

U. S. Bonds on hand \$ 35,000.00

Amount of Certificates issued \$109,000.00

Amount of Certificates paid 29,000.00

Amount of Certificates outstanding \$ 80,000.00

Certificates issued 1938, payable serially through 1968.

MEN'S DORMITORY
FLORIDA AGRICULTURAL & MECHANICAL COLLEGE FOR
NEGROES—P. W. A. DOCKET 1092-7-DS 1948-1949

Operating Fund:

Balance brought forward July 1, 1948	\$ 1,634.81
Receipts during year	10,017.65
Total	<u>\$ 11,652.46</u>
Disbursements during year	9,575.79
Balance carried forward July 1, 1949	<u>\$ 2,076.67</u>

Revenue Certificate Fund:

Balance brought forward July 1, 1948	\$ 4,347.85
Receipts during year	6,501.00
Total	<u>\$ 10,848.85</u>
Disbursements for servicing loan	5,910.25
Balance carried forward July 1, 1949	<u>\$ 4,938.60</u>

U. S. Bonds on Hand	<u>\$ 17,000.00</u>
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Amount of Certificates issued	93,000.00
Amount of Certificates paid	22,000.00

Amount of Certificates outstanding	<u>\$ 71,000.00</u>
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Certificates issued 1938, payable serially through 1968.

1949-1950

Operating Fund:

Balance brought forward July 1, 1949	\$ 2,076.67
Receipts	10,121.26
Total	<u>\$ 12,197.93</u>
Disbursements during year	7,822.80
Balance carried forward July 1, 1950	<u>\$ 4,375.13</u>

Revenue Certificate fund:

Balance brought forward July 1, 1949	\$ 4,938.60
Receipts	7,153.00
Total	<u>\$ 12,091.60</u>
Disbursements during year for servicing loan	5,786.55
Balance carried forward July 1, 1950	<u>\$ 6,305.05</u>

U. S. Bonds on Hand	<u>\$ 17,000.00</u>
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Amount of Certificates issued	93,000.00
Amount of Certificates paid	25,000.00

Amount of Certificates outstanding	<u>\$ 68,000.00</u>
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Certificates issued 1938, payable serially through 1968.

BIENNIAL REPORT

OF THE PRESIDENT
of the
UNIVERSITY
OF FLORIDA
to the
BOARD OF CONTROL



FOR THE BIENNIUM
ENDING DECEMBER 1
1950

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To The Honorable,

The Board of Control of the State of Florida

Gentlemen:

The biennial reports of the deans of colleges, directors of schools and divisions, and heads of departments, submitted herewith, are so complete in regard to the detailed operations of the units under the respective jurisdictions that further comment seems unnecessary. They constitute a splendid record of accomplishment for the period beginning July 1, 1948, and ending June 30, 1950.

As we stand at the threshold of the second half of the Twentieth Century, it seems the part of wisdom to take a good hard look down the road we have traveled since opening our doors to the youth of the State at Gainesville in 1905 as an institution of higher learning. We shall merely touch upon the earlier stages of the University's development in the nineteenth century up to the passage of the Buckman Act of 1905. Even as statesmen may profit from a knowledge of the forces of history, and especially the historical facts relating to their own country, thereby enabling them to become better public servants, so may those responsible for the education of youth, especially Florida youth, profit from a knowledge of the factors which have influenced or retarded the progress of education in the past, and thereby plan to improve upon the good or eliminate the bad as the future unfolds.

Accordingly, I am respectfully submitting, for the consideration of the Board of Control, a mid-century review of the University of Florida. The story is one which has been written largely by the University itself and should be of interest to the people of Florida to whom the institution belongs. As the chief administrative officer of the University and the one honored with its leadership, I should like to point out certain broad implications at the story's end and to chart the course, as I see it, for the future.

In submitting the biennial reports of the University and this mid-century review, may I express my very deep appreciation to the members of the Board of Control, the Board of Education, the Florida Legislature, and to all others who exercise leadership over us for their help and support during the exciting and remarkable years we have tried to record.

Respectfully submitted,

J. Hillis Miller, President
University of Florida

THE UNIVERSITY OF FLORIDA

A MID-CENTURY REVIEW

By

J. HILLIS MILLER

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Introduction	The State of Florida—The First Choice of the Nation
Chapter I	The ABC's of the University's Dramatic Progress
Chapter II	Facts and Figures Tell a Story of Growth
Chapter III	War Activities of the University of Florida
Chapter IV	Historical Development of Colleges, Schools, Other Teaching Units and Research Divisions
Chapter V	Is the University of Florida to go Forward? (The Leaders and the People Must Decide)

Introduction

THE STATE OF FLORIDA—THE FIRST CHOICE OF THE NATION

I had been in Florida only five months when I wrote concerning her as follows:

I see her as the land of glorious sunshine, rich with Nature's most lavish gifts, and inhabited by strong, energetic, ambitious, hopeful, and happy people who will ultimately completely possess her, not as an "adolescent, irresponsible and incorrigible state," but as a fully mature state that is characterized by economic security, high culture, and good manners, and that offers leadership among the political subdivisions of the world.

The State of Florida has a population of between two and a half and three millions, 53 per cent of whom were born in other states, and this population is increasing at the rate of approximately one hundred thousand every twelve months. The State has hotel and other tourist accommodations sufficient to take care of approximately three million visitors a year. She has good railroads and bus lines, and of her fifteen Federal highways, eight have international connections. Her passenger steamship lines and air lines connect her with every part of the nation and the world. Florida is the gateway to her great international neighbors to the South. She is the great American home.

Within her 3,751 statute miles of tidal shore line extending from the northern boundary on the Atlantic to the western boundary on the Gulf, and within her 58,666 square miles of area, of which 3,865 square miles are water surface, she could contain the states of Maine, Vermont, New Hampshire, Connecticut, and Rhode Island. Nature's blend of sunshine and water and ocean breezes in Florida led ancient men like Ponce de Leon to

call her "the Land of Flowers," and both ancient and modern men to choose her for their habitation.

The State of Florida is on the way to becoming one of the wealthiest states in the Union. This fact implies agricultural, industrial, engineering, professional, educational, recreational, cultural, and research activities quite beyond anything we have experienced in the past. These activities, in turn, demand statesmanship of the highest order in governmental and educational services if the State is to achieve her ultimate destiny.

After three years and a little over one month of residence here, we would like to amend our descriptive statement concerning Florida, and to elaborate our original concept of statesmanship, which we believe to be essential to further progress in this great State.

Many factors justify the phrase "Florida—The First Choice of the Nation." All of us know that all of the one hundred and fifty million people in the United States would like to come to Florida, but we simply do not have room for all of them. However, many of them have exercised their discretionary prerogative to choose the place of their habitation. Between 1930 and 1950, the population of Florida increased by 86 per cent, while that of the nation as a whole increased only 23 per cent. In this period Florida's increase was greater than that of any other state. From 1940 to 1950 our population expanded by 46 per cent. In 1950, Florida is the home of nearly two million eight hundred thousand people. Although the details of the 1950 census are not yet at hand, the 1940 census tells us that the proportion of young and old in Florida in that year were almost identical with the age distribution for the entire nation. Another observation is the fact that a very large number of people have atoned for their mistake in failing to choose Florida parents by coming here later in life. During the years 1940 to 1948 the "in-migrants" contributed more to our population growth than did the excess of births over deaths.

Florida is also "the choice of the nation" by virtue of its increase in per capita income. Since 1919, Florida has had a gain in income of 676 per cent. This is to be compared to a gain of 226 per cent in the Southeast and 198 per cent in the United States. Despite the fact that from 1929 to 1949 per capita income payments in Florida increased by 128 per cent, as compared with 96 per cent for the country, and despite the fact that our per capita income was the highest in the Southeast, we have not the slightest reason for believing that we shall not witness still further increases in per capita income in the years that lie ahead.

Among the sources of this income, the tourist trade is the greatest single contributor. It is estimated that of the 4,700,000 tourists who came to Florida last year, 1,300,000 found their way to us last summer. Money spent by tourists spills over into many fields of effort. In 1949, Florida derived 32.4 per cent of her income from trade and service occupations—the highest percentage of any state in the country. Among private enterprise contributors to income, agriculture ranks second with 10 per cent, and manufacturing payrolls alone are third with over 7 per cent. Substantial additional income flows from construction, communication, transportation, utilities, finance, education, and government.

It behooves us to take a look at the growth of agriculture in Florida. Figures for the early years are meager, but on the basis of all available data, it is esti-

mated that the cash income to Florida farmers in the year 1900 was approximately \$35,000,000. By 1920, it had increased to \$119,844,000. The latest figures available for 1949 reveal that the total value of agricultural products sold by Florida farmers and cattlemen that year amounted to \$435,134,000.

Perhaps the dollar value of our products is not itself the sole criterion of growth. A few data on volume production may be pertinent, and while dependable data for a longer period are not available, those for the last twenty years pretty well tell the story. In 1930 Florida produced 7,000,000 boxes of oranges. By 1949 the production had increased to 58,500,000 boxes. Field corn, in 1930, totaled 5,886,000 bushels; in 1949, 8,983,000 bushels. Sugar cane for sugar, in 1930, totaled 27,000 tons; in 1949, 1,124,000 tons. Peanuts, in 1930, totaled 26,500,000 pounds; in 1949, 51,255,000 pounds. Snap beans, in 1931, totaled 4,508,000 bushels; in 1949, 7,368,000 bushels. Celery, in 1932, totaled 1,743,000 crates; in 1949, 6,170,000 crates. Irish potatoes, in 1931, totaled 1,505,000 bushels; in 1949, 5,370,000 bushels.

In 1930 there were 590,000 head of cattle on Florida farms and ranches. By 1949 this number had increased to 1,392,000. Now we are told that cattlemen from Utah, Texas, and Michigan are coming to Florida and purchasing hundreds of thousands of acres for the purpose of raising cattle. We have witnessed the migration of people to Florida. We are now about to witness the migration of cattle and swine. Can it be that some mid-century version of Noah's Ark is the benevolent and compensatory result of what the Governor has chosen to call the zephyr-like breezes that have blown over our fair State in recent years?

Agriculture and industry go hand in hand. Millions of dollars are spent in the production of our products, even before the farmer's cash income itself enters the picture. Florida requires some 850,000 tons of fertilizer a year. Our agriculture requires enormous tonnages of manufactured goods, including such varied materials as tractors, implements, crates, bags, lumber, trucks, railroad cars, and the like. Established industries in Florida already supply many of these products necessary to our agriculture. With its expansion, they expand.

A few years ago, Florida's economy was based upon lumber and timber, rosin and turpentine, a young citrus industry, and a few other enterprises. The State demonstrated during the war that she could carry on manufacturing enterprises of considerable proportions. Today, industry in Florida is well above the prewar level, and trade as a whole is 35 per cent above the national average. Pulp and paper netted 72 million dollars as far back as 1945 and have unquestionably increased since that time. Many other industries are on the upswing. In view of the Governor's commendable program of industrial expansion in Florida, we cannot begin to predict the ultimate realization in this regard.

There are so many ways to illustrate the tremendous economic development of Florida that one can almost choose at random. Take the realty field. For the first six months of 1948 the total urban building construction in the United States amounted to \$3,555,063,000, or \$25.50 per capita. In Florida, for the same period, it amounted to \$136,468,000 or \$60.20 per capita. For the first six months of 1949 the urban building construction for the United States totalled \$3,453,200,000, or \$24.75 per capita; but in Florida it totalled \$125,509,000, or \$55.80 per capita. We can approach the subject from another perspective. During the first six months of 1949 the State of Florida, both urban and rural, passed the quarter-billion dollar mark (\$257,500,000), and led the South Atlantic

States in new building construction. If population is taken into consideration, Florida surpassed such states as Illinois and Massachusetts and almost equalled California. It was far ahead of many other states in the North, East, and West.

We are proud of our State, and we glory in her phenomenal growth and development. The progress of which we speak was not preordained and automatic. The fundamental laws of cause and effect have been operating. Space does not permit me to analyze all the causes, and, furthermore, I would not presume to know how to assess all of them in detail. I am an educator with responsibility for administering the vast program of education, training, research, and experimentation at your great state University. I do feel capable of defending the thesis that education, training, research, and experimentation has played the leading role in the development which we have analyzed all too briefly in our preceding remarks.

On numerous occasions I have called attention to a study which revealed that for every \$100 earned by a farmer with no schooling, \$375 was earned by the farmer with "short course" college training, and \$522 by the farmer with full four-year college training. Moreover, the college man earns an average life total of from \$160,000 to \$200,000 during his life span from college to retirement, which is \$72,000 more on the average than the high school graduate's earning of \$88,000. In this connection, the following educational findings of the National Chamber of Commerce are worthy of serious consideration:

That education is an essential instrument through which commerce, industry and agriculture can be expanded in rising degree;

That every community should ascertain its own educational status and economic condition, and set to work to utilize education as a lever for its own advancement;

That the cost of education is an investment that local citizens and business can well afford in increased measure;

That mere technical education is not enough, and that cultural education must accompany technical training to develop the appetites of the people for a better living; and

That to maintain a representative republic under the system of private endeavor, initiative and direction, business must discover basically sound measures for the expansion of our dynamic economy, and that education is an essential instrument in that expansion and that it is, therefore, a challenge to American business.

There it is, straight from business headquarters. Obviously, there is a high correlation between the amount of higher education and salaries earned; there is a high correlation between the amount of higher education and rental value of homes, per capita retail sales, magazine circulation and telephone service, and many other business indices with which you are familiar.

If space permitted, I would like to point out the relationship between every phase of the University of Florida and the economic and cultural development of the State. I would show how indispensable our general education program is for the training for sound citizenship and social responsibility, what our great professional schools have contributed in the fields of education, law, pharmacy, architecture and the arts, music, agriculture, forestry, all branches of engineering, business administration, real estate, insurance, health and physical education, sanitation, and many others. I would show what our fine military

department has contributed to national defense. I would show what our research in electronics and meteorology contributed to the winning of the last war. I would show the work our scholars are doing in all the fields of science through their scholarly publications and great teaching. I would show what our bureaus of research and statistical analysis are contributing to the on-going progress of this great state. A few fairly specific references will illustrate my point.

The Agricultural Experiment Station is a department of the University which lives day by day in close proximity to the tough and realistic problems confronting all phases of our tremendous agricultural industry. The Station has a staff of approximately two hundred trained research scientists. Almost half of them are located at the main station on the campus, where projects are conducted in twelve research departments. The others are located at various points in the State, in the comprehensive network of branch stations and field laboratories.

There is little doubt that the growth of agriculture in the State's economy has been directly associated with the practiced application by our producers of the results of research. Florida's agricultural industry has had its unique problems. In many cases, farming methods are different from those of states to the north. We are a long distance from our market centers. Our climate, beneficial in so many respects, permits insects, diseases, and parasites not so prevalent in states with cold winters and less rainfall. Our soils, for the most part, are not fertile in the natural state. Many of our crop varieties must be adapted to growing in the winter season.

Let us look at a few of the specific accomplishments of the Station and try to translate a few of them into dollars and cents.

One of the first contributions of the Station to the income of Florida began in 1888, when Station chemists analyzed phosphate deposits in Florida and the information thus obtained, plus that secured in subsequent years, formed the basis of Florida's great phosphate mining industry, which has produced well over a hundred million tons of commercial phosphate valued at \$400,000,000.

In 1902 the Station introduced and demonstrated the value of the velvet bean as a cover and feed crop, worth over \$2,000,000 annually to Florida and \$10,000,000 to the South. Subsequently the Station, in cooperation with the U.S.D.A., likewise introduced croton, lupine, and hairy indigo. These are planted on hundreds of thousands of acres.

In 1929 the cause and remedy of salt sick of cattle was discovered by Dr. R. B. Becker and others of our Animal Industry Department, a deficiency disease causing losses to cattlemen of as much as \$3,000,000 annually.

In the early twenties, a serious soil-borne disease, known as blackshank, appeared in the Quincy shade tobacco area and all but wiped out the industry. Dr. W. B. Tisdale, of our Plant Pathology Department, succeeded in developing, through plant breeding, a resistant strain of tobacco known as *Rg*. This variety is still grown almost exclusively, and is credited with saving in that area an industry worth from five to eight million dollars annually.

The Florida Station introduced the Tung Tree and developed most of the cultural methods which resulted in the establishment of a new industry in the State. In 1945 the value of Tung oil to Florida growers amounted to about \$1,250,000. Drs. Wilmon Newell and Harold Mowry pioneered in this Tung development.

When the huge Everglades sawgrass peat area was drained, it was found that very few crops could be grown because of an unknown soil deficiency. Dr. R. V. Allison, cooperating with workers of the U.S. Department of Agriculture, found that copper was one of the limiting factors and that application of from 40 to 100 pounds of copper sulfate per acre every two to four years made possible the growth of crops worth millions each year to that area, including sugar cane, snap beans, celery, and others.

In the field of citrus, an outstanding contribution was the determination of nutrition needs, above ordinary fertilizer elements, which revolutionized citrus grove management and resulted in exceptional thrift of trees, better fruit color and quality, much greater yields, overcame alternate year bearing of seedy grapefruit, and increased cold resistance of trees. The Station has been no small factor in assisting the rise of Florida to its present status as the world's largest citrus-producing area.

Space does not permit detailed discussion of its other contributions. A few more will be mentioned in the briefest form to indicate the scope of its activities.

Controlled crack stem of celery in the Sanford area by application of borax with the regular fertilizer.

Discovered control of brown rot of potatoes, bronzing of tung trees, white bud of corn, and little leaf of peaches.

Developed sugar cane varieties resistant to mosaic and with high sucrose content and early maturity.

Proved value of shark liver oil as a source of Vitamin A in livestock feeding, thus creating another new industry.

Found that zinc sulfate corrected abnormal foliage condition of the avocado and mango and of many ornamentals.

Initiated the process for manufacturing citrus pulp as a cattle food—another new industry for Florida.

Found control for blue mold in tobacco seedbeds.

Developed varieties of corn, oats, peanuts, tomatoes, watermelons, and eggplant of increased yield capacity and disease resistance, which are now in general production.

Developed controls for aphids on tobacco, scale on citrus, leaf minors on potatoes and tomatoes, and grasshoppers on many crops.

The development by Dr. George Ruehle of the now famous dithane-zinc spray in 1944 was credited by the Dade County Potato Growers' Association as saving them over \$1,000,000, in that one year alone, from losses by late blight of potatoes.

Research in soil chemistry and agronomy has furnished basic information for the tremendous increase in improved pastures all over the State.

The Station developed methods of controlling worms in sweet corn to the extent that production of this crop in Florida increased from practically no commercial value, even as late as 1945, to an industry worth over \$6,000,000 in the year 1949. Acreage of this crop last year exceeded that for Irish potatoes.

Who could forget the magnificent campaign against the Mediterranean fruit fly, waged so successfully by a former director of the Experiment Station, Dr. Wilmon Newell, and others? Or, who can evaluate the magnificent contribution of Dr. H. Harold Hume, beloved former Provost of Agriculture, to the growth and development of horticulture? Many of the lovely flowers of Florida are the direct result of his great scientific mind and his kindly ministrations.

During World War II there was a tremendous demand upon the Station staff for information on the use of substitute fertilizers, insecticides, and fungicides, because many of the standard materials were scarce and unavailable. The contributions of the Station in this regard enabled Florida producers to obtain the highest total production of foodstuff for the war effort that had ever been grown in Florida up to that period.

It is difficult, and even impractical, to attempt to evaluate the results of all agricultural research. The above list of findings alone constitutes a tremendous monetary value. The cost of research has been relatively low. The total budget for the Agricultural Experiment Station, from all sources of funds, for the fiscal year 1949-50, was approximately \$3,000,000, or about .7 of 1 per cent of the cash income to our farmers and cattlemen for that year.

An industry of the size and diversification of Florida agriculture cannot continue to exist without capable research workers and facilities which are constantly devoted to its protection. Increased acres in production mean increased concentration of commodities. This inevitably leads to the advent of new insects and diseases which often do not appear in isolated plantings. Florida is vulnerable, through the channels of modern transportation, to the introduction of pests from other areas. Technological and economic developments elsewhere constantly threaten our industry with all kinds of competition for our markets. An adequate research program would seem to be an economic, realistic necessity.

Considerable space has been allotted in this presentation to the Station's work, because it is felt that the valuable contributions of this department over its long years of existence have warranted it.

Five years ago Dean Joseph Weil of the College of Engineering outlined the objectives of the Engineering and Industrial Experiment Station as follows:

1. To work closely with the existing industry of the State in order to assist industry in expanding and developing what has already been started.
2. To welcome from industry problems which confront it and which the Station may help solve in the laboratory.
3. To develop new products which can be made in Florida and which would attract new industries.
4. To find new industrial uses for the natural resources and agricultural products of our State.
5. To assist State agencies by making available special facilities which they do not have.
6. To assist in the solution of various engineering problems which affect the welfare of the State.
7. To correlate the Station activities with the other agencies having for their interests the development of Florida's industries. In other words, it is the responsibility of this Station to do for each individual of the State what the research laboratory of the large corporation does for that corporation.

Moreover, Dr. Ralph A. Morgen, Director of the Engineering and Industrial Experiment Station, has recently outlined his concept of the value of the Station to the present and future prosperity of the State of Florida. His thinking can be summarized under four points as follows:

First of all, through studies of the natural resources of the State, research is conducted to determine what new industries can be established in the State, and recommendations are made through the publications of the State. While many of these research projects are long-term studies, the results of which will not be felt for some years, it is pertinent to point out that unless the research is done now, the probability of establishing those future industries will be greatly decreased. There is often a considerable time lag between the research stage and the actual establishment of the going industry. For example, several years ago a bulletin was published in **An Industrial Survey of Hides and Skins in Florida**. Only recently a tanning industry has been established in the central part of the State.

Studies by the Station indicate that an important raw material of the State, namely, limerock, could be utilized for the production of chemical limes. It appears now that industrialists will finance such a plant. Our research indicates that we can make brick out of Florida clays. It is confidently expected that before long a brick plant will be in operation as a direct result of this work.

Second, one of the very important functions of the Station is to study the problems of the existing industries and to conduct research to improve the processes and efficiency of those industries which are now located in the State. Good examples of this function are the naval stores industry and the pulp and paper industry.

Third, in addition to the research for the development of new industries and for the improvement of existing industries, there is a whole field of research that will result in the improvement of health and wealth of our citizens in general. I am referring to such things as meteorological instrumentation, through which we can plot severe storms by the use of radar, and research in our sanitary laboratories, which are the finest in the South. It appears now that we shall soon be able to announce a gift of between \$50,000 and \$100,000 from a private corporation in Florida to study the sewage disposal problems of small towns. If the State had not established such a laboratory, a gift of this kind would not be forthcoming.

Fourth, there is one intangible factor that is seldom mentioned in connection with research for the industries of the State. The factor to which I refer is the education of our young men on an advanced level through research on Florida problems. It is an historical fact that our better students in the past have had to go to institutions outside the State to obtain their advanced degrees. After obtaining these advanced degrees outside the State, they quite naturally conduct their research on problems not allied to the problems of the State of Florida. As a result, they become valuable to the economies of other parts of the country. In many cases they are lost to Florida forever. By conducting research at our own University on problems of direct interest to the industries of the State, we imbue our graduates with the needs and requirements of Florida.

It is a well-known fact that success breeds success. As our University gains in reputation and solid accomplishments and as it builds a great research and teaching staff, it attracts gifts and grants from private industry, from the great benevolent foundations, and from the Federal Government. The University is beginning to attract both. We have brought some outstanding men to the campus in recent years, and hundreds of thousands of dollars have come to us. Within the last year or so we have received about \$135,000 for cancer research, hundreds of thousands of dollars for research in electronics, a goodly sum from the

General Education Board for our Bureau of Economic and Business Research, and funds from the Oak Ridge Institute of Nuclear Studies, to mention only a few.

Our program of inter-American affairs has already attracted national attention and fundamental interest in Latin America. Why has it attracted attention? Why were we able to bring outstanding men from all over the Americas to a conference on "The Caribbean at Mid-Century," December 7-9, 1950? Because we have brought to the University an outstanding staff in inter-American affairs—T. Lynn Smith in Sociology, R. W. Bradbury in Economics, Richard F. Behrendt in Political Science, A. Curtis Wilgus in Spanish History, A. F. Carr in Biology, and John M. Goggin in Anthropology. These are a few of the reasons why we believe we can attract a million dollars for this program from private sources for an inter-American house, scholarships and fellowships for Latin American students, funds for research and publications, and a great library in the inter-American field.

Several clear-cut conclusions seem evident. We have pointed out that Florida is potentially among the greatest states in the union—that it is in reality the choice of the nation. We have pointed out the great progress we have made economically, and we have placed no ceiling on future developments. We have pointed out the fact that the greatest factors in the progress of the past have been education, training, research, and experimentation. We have proved with cold logic that millions of dollars have come to the State as the result of investments in education. We have pointed out that success breeds success and that generous support for the University will attract great teachers, great scientists, and millions of dollars from outside sources.

Our great educational, training, research, and experimentation program in Florida is at the crossroads. If the University is poorly supported by the State and if it has a mediocre staff, it cannot attract men of great competence, and it will receive little in the way of funds from outside sources. Our budgetary request recommended by the Budget Commission for the 1949-51 biennium was reduced by \$2,148,235 or 14.7 per cent, by the Legislature. We were then compelled to operate on 75 per cent of the amount actually appropriated during the first quarter of the biennium, and on 90 per cent of our appropriation from that time until the present. All in all, \$1,742,121.05 of the funds, appropriated by the Legislature for the University's use, have not been available to it during the two years of the biennium. Our building program has been stopped dead in its tracks. We have been unable to begin a single new building on the campus of the University for the last two years because no funds were appropriated for this purpose. Against this fact, we find that the State of North Carolina appropriated last year sufficient funds to replace every building on that great campus at Chapel Hill, and that the State of California appropriated last year in the neighborhood of one hundred million dollars for its University buildings. With all its new buildings completed, the University of Florida will have only 86 square feet of educational space per student as compared with 149 square feet per student at our sister state universities, and we are able to house in permanent dormitories less than 25 per cent of our young women and about 20 per cent of our young men. Science Hall, constructed in 1905, has been condemned by the State Fire Marshal, compelling us to move the basic sciences of biology, bacteriology, and botany—all necessary for our work in agriculture—out of that building into temporary shacks located at scattered points over the campus.

There are two schools of thought in Florida today: There are those who believe that out of our expanding economy we should make available adequate funds to support the great program of education, training, research, and experimentation herein outlined. There are others who counsel that there should be no additional taxes and, therefore, no additional funds for educational buildings and student housing, and we are instructed to prepare our budgets for the 1951-53 biennium with no provision for expansion, new services, improvement of existing services, or new funds for research and experimentation. The line is drawn between those two schools of thought, and the issue at stake is nothing less than the future progress of the State of Florida.

Many of the prominent leaders of this great State are products of the educational program which I have high-lighted herein, and which I devoutly wish to see go forward in the interest of our economic and cultural development. I would be derelict in my public responsibility if I failed to suggest that these splendid leaders throw their full weight on the side of progress. In like manner I respectfully urge the sixty alumni clubs of the University, the powerful agricultural, industrial, and business interests of the State, the great Chamber of Commerce, the parents of our students, our splendid civic organizations and associations, our professional groups, and the rank and file of our citizens to do likewise. Florida cannot go forward without a great program of education, training, research, and experimentation. If the State of Florida is to be the first choice of the nation, she must first of all be the first choice of her own people.

Chapter I

THE ABC'S OF THE UNIVERSITY'S DRAMATIC PROGRESS

Like a person, a university's reputation, character, and personality are determined by its experiences. If those experiences are rich and full and challenging, and if they are characterized by courage, devotion, and realism, the university gains in stature and in favor with its friends and supporters. If, on the other hand, a university meets its experiences weakly, without vision, and without full confidence in its institutional destiny, it will not only fail to make new friends but it will lose many of those it has already won.

A university? What is a university? To answer this question we may continue the analogy. We hear much today about the total person, the wholeness of human beings. In other words, we have come to bring all the aspects of human personality together (mind, body, and spirit), and then we can see it as a totality. Likewise, a university has a totality. It does not really exist except in its entirety. It consists of students, faculty, staff, alumni, friends; educational buildings, housing, and equipment; budgets and auxiliary enterprises; and, in the case of a state university, it consists of all the state officials, all those elected by the people, and the people themselves. No one person, no single group of persons, owns or directs the University of Florida. It belongs to all of us and its destiny is determined by all of us. In brief, we are the University!

In the final analysis, then, the reputation, character, and personality of a university is our reputation, character, and personality. Its experiences are our own experiences. To raise the question of how a university has met its experiences is another way of raising the question of how the students, faculty, staff, alumni, friends, state officials, elective representatives, and all the people have met their higher educational experiences.

If this be true, it is well for those of us who love the University of Florida to take a good hard look at it at this time. How can it be analyzed psychologically, that is, in terms of its experiences and in terms of the forces that have played upon it in the past and in recent years? What happened during those forty years of slow progress from the date of its establishment at Gainesville in 1905 until 1945? What are the facts and figures concerning its four unprecedented years of growth from 1946 to 1950? What is the present status of the University and what are its unfilled needs? What part of these unfilled needs should we assume now?

A—About 1905 the University of Florida was born. Its antecedents had an earlier origin, and we think we are justified in celebrating its centennial in 1953; but the University, as we know it now, really came into being shortly after the turn of the century when it was legally established at Gainesville, Florida. As institutions are measured, it is still a young university.

B—Backward, and bound down by unfavorable economic conditions, the University struggled through many years unnoticed and unsung. Even in those early days, there were those who loved it. The "Old Guard," graduates of former days, gather on occasion in reunion on the campus today. They are amazed and pleased at the progress which has been made, but they also suffer a wholesome nostalgia for the "good old days."

C—Counting its students by the hundreds, its faculty by tens, its buildings by twos, its alumni by the dozen, and its budget conservatively by the thousands, the University, like many another youngster, carried little weight and influence at home or abroad over a long period of time.

D—Depending upon its constituency, and its constituency depending upon it, the University experienced a typical development. This has been the paradox of all institutions in the country. The institution cannot make progress until the people have the vision of its potentiality and are willing to support it, and the people cannot have the vision until the institution has demonstrated its ability to turn out leaders with vision and imagination.

E—Energy and enduring qualities constituted the stuff out of which early Floridians were made. Their State represented the last frontier in this great country. The State's potential economy began to unfold: its sunshine had a market, its beaches had a compelling attraction, its waters could be harnessed, its soil improved, its climate constructively exploited. Nature's unlimited wealth was within the reach of man's hands—trained hands and enlightened minds!

F—Florida was destined to be the great "American Home." "Foreigners" from every state in the Union were to beat a path to its glorious shores. Many of these visitors never returned to their former homes. Some 50 per cent and more of all Floridians were born elsewhere. Transitory and permanent migrations of people have spotlighted Florida as the land of enchantment and of everlasting loveliness. In such a dynamic situation the guiding hand of education was and is an imperative ingredient.

G—Growth and development of the State heralded many wonderful things. While there were some who saw a greater day coming, there were many more who did not. Between those who were unaware of changing conditions and those who were there was a gulf of no mean proportions, and the University of Florida was always in danger of floundering in that no-man's land betwixt and between the two extremes.

H—Heralds of the new day were powerless to prevent an inferiority complex on the part of the University. Its task was overwhelming, but its vision of accomplishments was dim. A vision without its accompanying task makes dreamers of us all. A task without a vision, and its concomitant responsibility makes drudges just as surely. A vision, a task, and a sense of responsibility are the metals from which the alloy is produced with a tensile strength fit for the strains and stresses of tomorrow.

I—Immigration of Florida students to other states exceeded by far the emmigration of students seeking college training in Florida. Florida has been a debtor state so far as college education is concerned. Even as late as the past decade, 28 per cent of all Floridians attending college went out of the state and only 14 per cent of students attending college here came in from other states. Only between 4 and 5 per cent of all Ph.D.'s in the country have been educated in the South.

J—Joining and organizing alumni associations were not a part of our stock in trade. Even as late as three years ago, there were only a few clubs about over the State, and the total number of members did not exceed a few hundred. Contrast, if you will, the situation now. There are over fifty clubs and many thousands of members. The Alumni Association today, as contrasted with earlier days, is a powerful force for good in the State.

K—Knowledge of the University and its growing needs has been lacking over the years. As we have said on many occasions, the University of Florida has been better loved than known. Informing the public is a difficult task, and few there be who will pay the price in energy and time required for this as in all salesmanship procedures.

L—Lack of funds and an inadequate tax structure were the reasons given that only two million five hundred thousand dollars were supplied by the State for buildings at the University over a period of forty years. Paradoxically speaking, there are more funds available from an educated constituency than from an uneducated one. No money for the schools and no schools to stimulate the making of money—that is the paradox. For every farmer who earns one hundred dollars without a college education, five hundred and twenty-five dollars are earned by one with a college education. Education is not an expenditure; it is an investment that pays high dividends.

M—More fault for lack of growth and development in a university may be charged to lack of statesmanship than to lack of funds. There is often a close correlation between ability to pay and the will to pay. When once its value is established—in trained leadership, research, experimentation, and culture—education is the most marketable commodity in the world.

N—Noteworthy is the fact that the University has already turned the corner. It is no longer a youthful institution. Forty-five years, as a University, and almost a hundred years since its first constituent part was founded attest its maturity. Over the years it has lacked mature leaders among its graduates; not so today. Governors, Senators and Congressmen, Supreme Court judges, Cabinet members, many members of the legislature, and many other leaders in private and governmental positions are located in Florida and all over the length and breadth of this fair land.

O—Orderly and courageously the University of Florida stepped forth and made a major contribution to the winning of World War II. Over four hundred of our valiant sons gave their lives; and many thousands more made something less than the supreme sacrifice. Hundreds of thousands of dollars were poured into our laboratories by the federal government for essential war research. Our professors served all over the world where men of ability were needed.

P—Paradoxical as it may seem, the war not only made it difficult for the University of Florida, but in many respects it was the war and its aftermath that caused the University to take on great responsibilities and to assume an aspect of maturity. In the fall of 1946 thousands of G.I.'s rushed to our campus with their civilian fellows. In 1947 there were 68 per cent of our students in the veterans group. There was a total of 3,456 students in 1939-40, 3,216 in 1945-46, 7,373 in 1946-47, 9,782 in 1947-48, 11,340 in 1948-49, and 11,709 in 1949-50—that is a part of the story since the Second World War.

Q—Query number one: How did the University accommodate over 10,000 students with permanent facilities for between only three and four thousand? The answer is to be found in tens of thousands of square feet of temporary housing, classroom, and office space. Swords were beaten into plowshares! Enterprising persons at the University and in the State government made the most of what was available. Hundreds of thousands of dollars' worth of equipment were also secured from war surplus. But for *eight or ten years* now, buildings have been used that had an original life expectancy of **only four years**.

R—Rapid growth in leadership and educational statesmanship have become evident. Reference to the G.I.'s did not tell the whole story. The State was growing at the rate of 100,000 a year, more people were going to college, the University was now coeducational, its schools and colleges were becoming better known, its University College was gaining in reputation throughout the land. Statesmanship dictated that we had to provide permanently for 10,000 students. However, we were able to count permanent buildings to take care of only four thousand students.

S—Study, then revealed that bigness was being thrust upon the University of Florida. If thousands of Florida boys and girls were not to be denied a university education, it was necessary to build and to build rapidly. Could we hold the line by the use of temporary buildings until more permanent buildings could be constructed? There was a will to try, and it is to the everlasting credit of the faculty, staff, and students that they have never wavered or whimpered. The result was that, with only one exception, the University of Florida has grown more rapidly in numbers than any other institution of higher learning in the United States.

T—Traffic in student's lives, in their training, and in their education is serious business. That was recognized by the Governor, the Cabinet, the Board of Control and by the leadership of the University. Consequently, a building program has been carried on since 1946 that has been the envy of educational institutions all over the country. This unprecedented upsurge of construction on the campus is catalogued in another section of this brochure. Suffice it to say that it was happily recognized by the leaders and the people of Florida that the education of youth cannot take place without buildings and equipment.

U—Unawareness of the fact that during this process of meeting responsibility, and of constructing buildings, we were also building a national reputation for the University causes the discovery of that fact to be the more pleasant. All over the land the University of Florida has been favorably and complementarily on the lips of educators. The evidence of this fact is too comprehensive even for briefing, but it is there for those who would take the trouble to review it.

V—Verily, it may be said that a significant social, educational, and economic development has been taking place, is taking place, and will continue to take place in Florida. It is difficult for us to comprehend our potentialities. This we do know: a strong and virile University—of which it may be said that it is adequately supported, generously supplied with buildings and equipment, wisely staffed with superior personnel, and passionately respected by the people of the State—is needed if those potentialities are to be realized.

W—Worse, in many respects, than an unwillingness to support adequately a great University is an unawareness of the real needs of that institution. Worse than both is a falsely conceived complacency that the needs of the institution have been met. The University of Florida is blessed in not having to suffer the consequences of the first of these. There is danger with respect to the second and the third. When all new buildings are completed, we shall have 86 square feet per student of educational space as compared with a minimum of 149 square feet per student in our sister state universities and in other land-grant colleges. When dormitories now under construction are finished, we shall be able to house only a little more than 20 per cent of our students.

X—"X-Front of Sound Thinking" was the title of an article we published in the **Journal of Higher Education** some years ago. The question we raised was

the old one of how sure can we be of our mental processes. That question is pertinent now with respect to the University and its growth and development. We sense a pride on the part of the leaders and the people in what has been accomplished, but we also sense a caution in regard to further development. We submit that there is ample proof that we have not over expanded, and that the job of building a great university is far from complete. Our hands must still be put to the plow—and there should be no turning back!

Y—Youth will not let us turn back—neither from the point of view of its compelling challenge to the best that is in us, nor from the point of view of youth's own insistence upon progress. One of the greatest youth movements in history has been taking place on the campus of our own University. Our students have not only pushed their Student Government and their Honor System to the very top among the colleges and universities of the country, but they are helping to run the University and they are placing at the disposal of the State of Florida the best trained leadership we shall ever likely see emerge from an institution of higher learning.

Z—"Zero Hour" has been the lot of every institution and every movement of any consequence in the world. The University of Florida is no exception. The University stood at the crossroads at the beginning of World War II. It met its responsibilities gloriously. It was at the crossroads again when the G.I.'s knocked at its doors in overwhelming numbers and requested an education. Again the University responded because the leaders of the State and the people of the State responded magnificently. **Once, again, the University stands at the crossroads. Shall it go forward? The leaders and the people must decide. It is hoped that the following pages will help us to make that decision!**

Chapter II

FACTS AND FIGURES REVEAL A STORY OF

FORTY YEARS OF SLOW BUT STEADY GROWTH (1905-1945) FIVE YEARS OF UNPARALLELED EXPANSION (1945-1950)

A brief consideration of a few indices with respect to student enrollments, construction of buildings, land acquisitions, gifts and grants, faculty salaries, student housing accommodations, and budgetary appropriations will reveal the relative growth of the University during a span of forty-five years. Dating from the infancy of the institution when it was transferred to Gainesville in 1905 to the present mid-century mark, facts and figures tell their own story of the University's dramatic progress.

Enrollment

The University did not have an auspicious beginning so far as numbers were concerned. In 1905-06 there were 135 students enrolled in the regular session. Enrollment dropped to 102 the next year. No summer school was organized until 1912-13 and then with an enrollment of only 140 students. Enrollment did not reach the thousand mark until the academic year 1921-22, or fifteen years after the opening of the University in Gainesville. For the next two decades, the increase was slightly above a thousand students for each ten-year period, with the highest prewar (World War II) enrollment being reached in the academic year 1939-40, when 3,456 students enrolled in the regular sessions and 2,805 in the 1940 summer terms. Civilian enrollment tumbled drastically during the war period, dropping to a low of 691 in 1943. Summer session enrollments, however, never dropped below 1,023 students during the war. From March, 1943, to December, 1944, 2,961 Army Air Forces trainees were given instruction of from three to five months' duration, and 1,492 trainees in the Army Specialized Training Program were given instruction of from three to fifteen months' duration.

As the war drew to a close, student enrollment at the University started a dramatic upward swing which was to place it within four brief years in the ranks of the largest state-supported institutions in the country.

Because plant, housing, and teaching facilities were insufficient for a prewar enrollment of 3,500 students, the governing boards took action pegging enrollment at the University of Florida at 5,000 during the first year following World War II, exception being made, however, for Florida residents. It was stipulated that no Florida student should be denied admission. This exclusion act unquestionably diverted to other institutions thousands of youths who were clamoring for admission to the University. Approximately a thousand were accommodated at a branch of the University established at Dale Mabry Field near Tallahassee and operated in conjunction with the Florida State College for Women (now Florida State University). Notwithstanding the limitations of classroom space, dormitory facilities, laboratories, messing facilities, and staff, enrollments numbered 7,373 for the regular sessions of 1946-47 and 5,711 for the summer terms. There

were 9,787 students enrolled for the year 1947-48, with 6,278 registrations noted for the summer terms. When enrollment reached the high mark of 11,340 in the year 1948-49, only one other publicly supported institution of higher learning in the nation could boast of such an amazing gain. The sole exception was Rutgers University, where a number of institutions had been consolidated into one university. (See the detailed tabulation of enrollments at the University 1905-1950, attached to this section as "Exhibit I.")

Building Construction Program

The State of Florida invested only \$2,541,678.44 in the plant facilities of the University of Florida from 1905 to 1945. Legislative appropriations amounting to nearly one and a quarter million dollars were withheld by State officials, though specifically appropriated for buildings on the University campus. Fortunately, grants from the Federal government and private sources, coupled with meager budgetary savings, provided an additional \$7,500,000 outlay for capital improvements during the four decades when the State's support of its State University was almost nil.

From the school year 1939-40 to 1944-45, little money was available for capital improvements from any source. During that period the State appropriated only \$80,000 for the rehabilitation of the Agricultural Experiment Station building (Newell Hall), and only about \$135,000 was available from all sources for campus buildings and improvements. (See Summary of Resources, Expenditures, and Balances for Buildings at the University of Florida for the period July 1, 1905-July 1, 1945—attached to this section as "Exhibit II.")

Faced with the prospect of over 10,000 students, with more than 60 per cent of that number on campus in the fall of 1946, the University undertook to provide educational facilities for them. Within four brief years a new campus literally came into being with numerous temporary buildings erected to take care of the immediate emergency and an impressive list of new ones started as quickly as architects could draw plans and contractors secured to handle them. The list of new buildings completed, temporary buildings erected, renovations and general plant improvements effected is so long and inclusive as to seem highly improbable. Yet they represent actual accomplishments and financial investments of nearly \$20,000,000 paid from State, Federal, and auxiliary funds. The reader's attention is invited to the list of buildings and plant improvements attached as "Exhibit III" at the end of this section. Improvements at the branch experiment stations and field laboratories have kept pace with the main campus at Gainesville, and within a brief five-year period the State's investments represented by University of Florida properties have more than trebled.

The care and energy which have been applied to the campus in order that it might be useful, safe, and beautiful is a remarkable story in itself. This program has included a sewage treatment plant with a capacity of 700,000 gallons a day, an auxiliary sewage treatment plant providing a sanitary research laboratory, and a campus incinerator. It also includes construction of sanitary sewage disposal for the sorority area, water distribution, including fire hydrants and sanitary sewage disposal for the fraternity area, and connecting services to both areas. It also includes electrical distribution to the fraternity area, and a heating plant expansion raising the capacity from 60,000 pounds of steam evaporated per hour to 164,000 pounds per hour. It also includes an underground sprinkling system, fed by two wells, which irrigates 48 acres of campus; approximately 100 acres of campus reclaimed and planted to grass and landscaped; the construction of

12,240 lineal feet of sidewalks; and approximately 4.2 miles of surfaced roadway and parking area.

We repeat, then, that what has been accomplished at the University of Florida since 1946 has been little short of miraculous. The building program has been matched by educational progress which has inspired the admiration and respect of the educational world. There is one thing that should be made clear. The University has only about half of the educational space it needs for 10,000 students. Here are the simple facts: In 1947-48 the University had 67 square feet of educational space per student. In 1950 the University of Florida had 86 square feet per student. The average of the land-grant colleges in 1947-48 was 142 square feet per student, and in 1950 the average was 149 square feet per student.

Land Acquisition

The University has been far more fortunate in acquiring land through the years than it has been in securing needed buildings and in developing the physical plant. The early records are not altogether clear in regard to the exact acreage acquired for the commencement of operations at Gainesville nor the source from which the land was acquired. The Minutes of the State Board of Education of July 25, 1905, recorded on pages 614 to 619, inclusive, of the Board's Records indicate that a part of the consideration offered by the City of Gainesville for having the University of the State of Florida established in that city included the gift of 512 acres of land.

The *Catalogue of the University of the State of Florida*, 1905-06, states on page 19:

The domain to be used in 1905-06 comprises three hundred and fifty-five acres . . . Of this tract the thirty acres immediately surrounding the buildings are devoted to a campus, a drill ground, and the tennis courts. The remainder of the land, with the exception of some of the original hammock, is utilized for experimental purposes and as a farm . . .

In spite of the grant of 512 acres, numerous reports of the University Business Office over a period of years carried the original acreage of the campus as 320 acres, and both the records of the Business Office and the Agricultural Experiment Station point to an original tract, acquired on or about 1910, and consisting of approximately three hundred acres which had been put into exclusive use by the Agricultural Experiment Station. These records, however, are at complete odds with the records of the Chairman of the Board of Control covering the earlier years of the University. In the Report of the Board of Control, 1905-09, (page 28) the following information is given under the caption, *The Farm*:

About sixty acres of land have been set aside for plot work . . . In addition to the plot land, which is set aside for exact measurements, about sixty acres of land are accessible for cropping purposes . . . About one hundred acres of land have been prepared for pasture to give food to the stock while not employed in actual experiments.

It is quite obvious, then, that at least 220 acres of land were in use for farm or agricultural experimentation purposes before 1909, and that the Agricultural Experiment Station did not wait until 1910 to acquire land for its use.

The assumption, then, seems to be that approximately 320 acres of the original tract of 512 acres were set aside for the Main Campus, a tract of 192 acres was

allocated to the Agricultural Experiment Station, and that additional purchases made between 1905 and 1913 were for the Agricultural Experiment Station. On this premise, a complete listing of land acreage acquisitions has been compiled and is appended hereto as Exhibit IV. (See explanatory notes appended to Land Acquisitions List.) Some doubt also exists with reference to acreage acquired for the Everglades Experiment Station at Belle Glade, and supplementary notes have been necessary to reconcile conflicting data appearing in various reports.

This study is important to the total picture of the University's growth. It reveals that the total acreage acquired from 1905 to 1950 is approximately 11,684.98 acres. It will be noted from the summary below that the holdings for the University proper in Alachua and Gilchrist counties, including the Austin Cary Memorial Forest, total 2,725.45 acres. The Main Experiment Station's lands in Gainesville total 3,144.24*

Land Acquisition (1905-1950)

County	Acres	Total
Alachua		
Main Campus	569.95	
Lake Wauberg Camp	40.00	
Newnan's Lake Biological Station	9.00	
Austin Cary Memorial Forest	2,066.50	
Gilchrist		
Archeological Deposit	40.00	
		2,725.45
Agricultural Experiment Stations		
Main Station, Gainesville	3,144.24	
Central Florida Station, Sanford	34.46	
Citrus Station, Lake Alfred	143.50	
Everglades Station, Belle Glade	825.42	
Mobile Unit No. 3, Quincy	345.00	
North Florida Station, Quincy	978.25	
Potato Laboratory, Hastings	61.61	
Range Cattle Station, Ona	2,360.00	
Sub-Tropical Station, Homestead	170.00	
Vegetable Crops Laboratory, Bradenton	145.42	
Watermelon Laboratory, Leesburg	97.63	
West Florida Station	640.00	
Egg-Laying Contest, Chipley	14.00	
(Agricultural Extension Service)		
		8,959.53

Faculty Salaries

In the first report of the President to the Board of Control (1905-1909), President Andrew Sledd stated with respect to faculty salaries:

This is a significant situation. The University of the State of Florida pays its men less than any state university in the South, and far less than the average of state universities of the nation. It pays less than the average of 295 miscellaneous institutions recently tabulated by the Carnegie Foun-

* This figure is 1.95 acres less than the total Main Station acreage compiled by Dr. L. O. Gratz, beginning as of the year 1910, and reconciles almost completely the assumptions noted in the opening of this study.

dation, less even than the average of 127 denominational institutions included in this table. This can mean only one thing: the better men of our institutions will be gradually, but steadily, drawn away from them to more lucrative positions. For, while it sometimes happens that a valuable man is sometimes temporarily overlooked, in the long run the valuable men are found and taken, and the institution which is unable or unwilling to meet the competition is apt to be able to retain only those who are not desirable elsewhere.

Under this process of adverse selection such an institution will content itself with the mediocrity of undesirables, or will be continually putting in new and promising effective young men who will as continually be taken away from it as they grow older, more widely known and more valuable. In neither case can the institution do its best work. For that reason, it needs to secure the best faculty obtainable, and then to hold it against demands elsewhere.

The University continues the battle started by Dr. Sledd in 1905.

The record concerning faculty salaries at the University from 1905 to 1945 does not encourage a commendable commentary. In historical perspective, the problem of salary levels and salary adjustments had been a trying one. In its earliest days, as is usually true with a new, small institution, salary levels at the University of Florida were low—low on an absolute basis as well as low on a comparative basis with those of older institutions in neighboring states. As the State and its University grew, one would expect salaries to increase rapidly. This took place. Salaries at the University of Florida were only 44 per cent as high in 1910 as in 1928-29. Salaries during the period of World War I increased approximately 25 per cent. From 1920 to 1929, salaries increased 63 per cent. Even with these increases, however, salary levels in 1929 were about 20 per cent below those of outstanding institutions.

During the decade of the 1920's, Florida experienced a rapid economic expansion. The salary increase of this decade reflects in large part the parallel growth and expansion in the University. It reflects also the needed increase in salaries to permit the University of Florida to attract qualified teachers to its staff. This was done by substantial increases in the salaries paid professors, with somewhat smaller increases in the other academic ranks. In 1921 there was an increase in the average nine-month salary of head professors from \$2,188 to \$3,354 and again in 1927-28 an increase in their average salary to \$4,000, with a maximum of \$4,500.

The decade of the 1930's started with a substantial decrease in salaries. In 1931, there was a 10 per cent cut in salaries at all academic ranks, followed by a 6 per cent cut in 1933. Throughout the remainder of the 1930's and on into the end of World War II in 1945, the University experienced a period of static salaries, since during this time there was only an 8 per cent increase in the average salaries paid professors at the University. Some individuals received salary increases resulting from promotion in rank, but the salary scale on a position basis changed very little from 1933 to 1945. Moreover, it was not until the end of World War II in 1945 that salaries at the University of Florida re-attained the level they had reached in 1929. In this period of 1930-45, marked by the salary cuts of 1931 and 1933 and the subsequent years of static salary levels, there took place another maladjustment in salaries. In 1929, the index

of salaries and the index of per capita income in Florida stood close together—salaries at 110.3 and income at 115.8. It is true that per capita income for a few years had a greater decline than did University salaries. But it is also true that by the mid-1930's per capita income had started a rapid climb upward which did not occur in University salaries, so that by 1940-41 the salary index stood at 101.5 and the per capita income index had reached 124.9, and in 1944-45 they stood at 106.2 and 253.2, respectively.

No other factor is as important in building a great university as is the factor of securing and retaining an outstanding faculty. Within the past four years we have added some outstanding men and women to the staff. We have also lost a great many. To be exact, during the last biennium we lost 164 by resignation. Of the 164 who resigned, 66 per cent left to take other positions, most of them at a higher rank and salary.

We have analyzed the salaries of the staff at the University of Florida prior to 1945. It would be well now to analyze the situation which has prevailed since 1945 with particular reference to the present condition. Since 1945 the salary levels at the University of Florida, as well as in universities throughout the country, have been affected by two significant forces. The first of these was the cycle of inflation which steadily increased during the decade and continues to do so.

The second factor, appearing at the close of World War II, was a tremendous increase in enrollments which made necessary a parallel increase in the number of teachers on the staff. The resulting keenly competitive situation between universities of the country in bidding for the services of the relatively few trained instructors available continues to be a problem. With a comparatively low level of salaries in 1945, substantial increases were made not alone to meet this competitive situation but also to bring salaries more nearly into line with the economic growth of the State.

In spite of the substantial salary increases since 1945—a 56 per cent increase from 1945-46 to 1949-50—salary levels at the University of Florida are still low. As in 1945, the index of salaries is still far below the index of per capita income. University of Florida average salaries are below the level of salaries at twenty-two universities comparable in size and academic standing to the University of Florida.

The salaries of professors at the University of Florida are about 12 per cent below the average professor's salary in the twenty-two universities. The highest salary for professors at the University is 17 per cent below the average of the high salaries paid at the twenty-two universities. The salaries of associate professors at the University of Florida are below the average salary of the twenty-two universities, while salaries of assistant professors and instructors average approximately the same. Deans and directors at the University of Florida, however, are 35 per cent lower in average salary than those at the twenty-two universities.

If a comparison is made with the state universities of Iowa, Minnesota, and Texas, in which states the per capita income is about the same as that in Florida, the comparably lower salary levels at Florida are brought more sharply into focus. These three states pay their university professors an average of 32 per cent more than does Florida, and the average of the high salaries paid a professor by them is 35 per cent more than the high salary paid a professor at Florida. As is the case of the comparison with the twenty-two universities,

however, the salary averages for instructors and assistant professors at Florida are about the same as that at these three institutions.

An intensive examination of the salary scale at the University of Florida and those of other comparable universities indicates:

1. The salary scale for the beginning ranks of teachers—instructors and assistant professors—compares favorably with those of competing institutions.
2. The levels of salaries in the upper ranks of the teachers—associate professors and professors—is low as compared with those of competing institutions and has not increased relatively as much as have the salaries for the beginning ranks. Because of this low level of salaries in the upper ranks, the University of Florida finds it difficult to attract outstanding scholars and teachers to its staff.
3. Lastly, of all University of Florida salaries, those of deans and directors are relatively lowest and require the greatest upward adjustment.

Housing

Housing facilities at the University have always been inadequate. They are altogether inadequate today. Prior to the construction of Murphree and Fletcher Halls in 1939, which was made possible by Federal grants and loans, the student body relied upon the two original dormitories known at Thomas and Buckman Halls, and one additional dormitory, Sledd Hall, all erected within an interval of three decades, plus the usual space afforded by fraternity houses, to fill its housing needs. The two new federally sponsored buildings provided space for approximately 600 students; the remaining three dormitories provide space for only 500. A situation which had become critical before the war became alarming with the influx of thousands of new students clamoring for campus housing at the war's end.

The act of the State legislature of 1947 which made the University of Florida coeducational intensified the already tragic situation in regard to housing. Co-education has been a glorious success at the University. The only major problem connected with it has been that of housing. In the fall of 1947 there were 601 women students enrolled at the University. In 1948 there were 1,174. In 1949 there were 1,607, and in 1950 there were 2,028 enrolled. It was not until the fall of 1950 that we could house as many as 450 women in permanent dormitories. More than 1,500 young ladies were compelled to seek housing elsewhere.

Housing has always been, and continues to be, a major problem at the University of Florida. Temporary housing facilities as of the fall of 1950 may be described as follows:

Three Flavet Florida Veterans Villages provide apartments for 624 couples, with assignments restricted to veterans only. Flavet I, opened in February, 1946, contains 27 one-bedroom, 57 two-bedroom, and 16 three-bedroom apartments—a total of 100 units in 26 buildings. Flavet II, opened in October, 1946, contains 18 one-bedroom, 41 two-bedroom, and 17 three-bedroom apartments—a total of 76 units in 20 buildings. Flavet I and II buildings are one-story, demountable construction with cement board siding, asphalt shingle roofs, and wood floors. Buildings and furnishings were acquired through FPHA from Panama City, Florida shipyard housing project. Only couples with children are assigned to these villages. Flavet III, opened in March 1947, and completed in December, 1947, contains 100 one-bedroom and 348 two-bedroom apartments—a total of 448 units in 54 buildings. Buildings acquired through FPHA from MacDill

Field, Tampa, are two-story wooden barracks with wood siding and asphalt sheet roofing. Buildings were converted to apartments and kitchen and bathroom facilities installed on the University site. Furnishings were purchased from War Assets stocks and private vendors. In all three Villages heating and cooking is by gas, and the apartments are individually metered for electricity and gas. Some units in Flavet III are assigned to couples without children.

Village maintenance costs run high because of the nature of the original construction. Replacement of porches and outside fire escapes is continual, as is the interior repainting and the replacement of shower-bath stalls. Flavet III required extensive exterior repainting, and the buildings are now being covered with asbestos siding to avoid further painting and to provide better insulation and protection. Repair or replacement of furnishings is becoming a costly item because of continuous use and the poor quality of the original furnishings.

Sixteen temporary dormitories housed a maximum of 1,152 single students, assigned 4 per room, and one temporary dormitory accommodated 17 couples without children. Temporary Group I—nine buildings—was opened in September, 1946; Temporary Group II—seven buildings—and Dorm I were opened in February, 1947. All buildings are one-story construction with concrete floors, composition board siding, and asphalt sheet roofing. Each building has a central bath, and there is a lavatory in each room; in Temporary Group II room lavatories are not connected to central drainage. Heat in Group I is provided by circulating hot water; in Group II, by hot air with blower fans. Storage tanks with booster heaters are provided in each group for hot water. Each room has a built-in dresser, two closets, and a built-in desk for two men. Other furnishings are Army surplus double-deckers, with felt mattresses and oak chairs.

Temporary dormitory maintenance problems are many and pressing. Thin walls, poor insulation, poor furnishings, and overcrowding have created marginal living accommodations. Leaky roofs and ground water floods add to the discomforts. The poor quality of the original locks and the warping of doors create another major maintenance problem. In preparation for the 1950-51 Regular Session, all of the temporary dormitories, except the six in Group I transferred to faculty offices, have been repainted inside, study porches have been converted into double rooms, and new locks have been installed. It is hoped that demand will permit assignment of only two men per room.

Alachua Army Air Base barracks, bachelor-officer huts, and miscellaneous buildings and areas provided temporary accommodations for as many as 900 single students at the beginning of each fall term, since September, 1946, apartment accommodations for as many as 55 couples, and parking space in three Trailervet Villages for a maximum of 135 trailers. These facilities were used under a right of entry arrangement between the University, the FPHA, the War Assets Administration, and the City of Gainesville, with the University responsible for the maintenance and repair of all the buildings and the operation of the water plant, the sewage disposal plant, and the fire station.

Because of the poor quality of construction of the buildings, which were mainly tar-paper barracks with a few concrete block buildings, maintenance and repair costs were excessively high. Single students used the facilities only until such time as they could find other accommodations on the campus or in the city. Furnishings, procured mainly from war surplus stocks, were skimpy and poor.

Use of the Air Base for housing purposes was discontinued September 5, 1950.

The records of the Housing Office in the postwar years might be compared to a barometric reading with higher and higher pressure areas of demand for housing moving into areas of low supply, thereby creating turbulent and unsettled conditions. This period saw the end of World War II, with University enrollments rocketing from a thousand to ten thousand. To meet these unprecedented demands, the University, in addition to the temporary facilities described above, had available five permanent dormitories for single men, with a normal total capacity of 1,122. Since that time, with only \$1,000,000.00 of State funds available, the University has constructed on a self-liquidating basis three dormitories for women, accommodating 450, and four dormitories for men accommodating 700. The rental rates, under these conditions of construction, are considerably above the normal rates that should be charged. Limited permanent housing facilities are thus presenting unreasonable handicaps in the path of progress at the University.

Budgetary Appropriations

The total budgetary appropriations of the Florida legislature for the University and its multiple activities from 1905 to 1950 have been \$64,806,080.16. According to the best estimate of the University Comptroller, who has been familiar with the financial operations of the University for more than two decades, at least five million dollars of the total appropriations were never available to the University for its use and reverted to the State Treasury. Consequently, the institution has operated for nearly half a century on approximately \$60,000,000. This is less than the total budget for the University of Illinois for the next biennium. In a previous section we have seen that the total State investment in the physical plant and lands of the University has been less than \$20,000,000. In our introductory chapter we showed the immense increase that had taken place in Florida's per capita income since the turn of the century and pointed to the fact that the University had played a great part in making this possible, especially through its agricultural research. The increased value of a single crop within a decade has been greater than the total investment of the State in the operation of the University of Florida, the Agricultural Experiment Station, the Agricultural Extension Service, the Engineering and Industrial Experiment Station, and related activities for four and a half decades.

Budget Appropriations

Prior to 1946, the budgetary appropriations for the operation of the University were altogether inadequate for the conduct of a first-rate University. Appropriations from the State for the University's instructional, research, service, and administrative divisions in 1939-40 totalled \$995,250.00. In 1945-46, the appropriation was \$1,201,813.00—the year the veterans came to the University by the thousands. The total budget for the University from all sources ranged from \$2,050,540.00 in 1939-40, to \$3,388,816.41 in 1945-46. Some improvement would appear to have taken place in the year that followed, 1946-47, when the total budget is shown as \$6,289,694.52 however of this amount only \$1,201,813.00 represents state appropriations. The University was able to balance its budget primarily because of substantial fees collected from the federal government for the training of veterans who constituted a very large percentage of the student body. Fortunately, a balance carried over from the previous year, also helped in balancing the budget.

The Agricultural Experiment Station received \$539,929.00 from the State in

1939-40 out of a total budget of \$711,280.13 which is to be compared to a contribution from the State in 1945-46 of \$1,211,420.00 out of a total budget of \$1,495,764.09. The appropriation by the State to the Experiment Station in 1945-46 was within \$40,417.10 of the appropriations to the University's entire instructional, research, service, and administration divisions.

The State's contribution to the Agricultural Extension Service from 1939-40 to 1945-46 ranged from \$184,008.00 the first of these school years to \$189,200.00 the last of these years. However, the total budget for the Service ranged from \$404,441.77 to \$585,207.28 with a high of \$616,833.22 in 1944-45. The increase, as will be noted, was due to an increase in federal funds.

A summary of budgetary requests, Budget Commission recommendations, legislative appropriations together with final reductions for the University in the 1949-51 biennium is as follows:

	Amounts Requested	Recommended by Budget Comm.	Legislative Appropriation	Final Reduction
University (Instructional, Research, Service, Administrative Divi- sions, Etc.)	\$14,854,916.00	\$9,854,916.00	\$12,666,680.00	\$2,188,236.00
Engineering and Industrial Experiment Station	363,240.00	333,236.00	363,240.00	-----
Agricultural Experiment Station	4,618,842.00	4,118,842.00	4,658,842.00	40,000.00*
Agricultural Extension Service	947,589.00	865,949.00	947,595.00	1.00*
	<u>\$20,784,587.00</u>	<u>\$15,172,843.00</u>	<u>\$18,636,352.00</u>	<u>\$2,148,235.00</u>

* Exceeds Request (Addition of new branch station at Live Oak and Vegetable Crops and Flower Experiment Station.)

We may observe immediately from the foregoing that the final reduction in the budget appropriations represents a 14.7 per cent cut in the budget for the instructional, research, service, and administrative divisions and a 10.33 per cent reduction in the over-all University appropriations.

In addition to the legislative cutback of \$2,148,235.00, the University was required to operate on only 75 per cent of its appropriations for the first quarter of the new biennium, and on 90 per cent of the appropriations during the remainder of the biennium, which constituted a further cut of \$1,742,121.05 for the biennium or an additional 9.35 per cent loss to the University and its several activities.

Note: See Exhibits V and VI appended hereto, showing annual state appropriations since 1905 and breakdown of biennial budgets from 1939-40 to date.

EXHIBIT I
ENROLLMENT IN THE UNIVERSITY OF FLORIDA FROM 1905 TO 1950

Regular Session	Number Enrolled	Summer Term	*Number Enrolled	Total	Regular Session	Number Enrolled	Summer Term	*Number Enrolled	Total
1905-06	135			135	1928-29	2,270	1929	1,613	3,883
1906-07	102			102	1929-30	2,257	1930	1,480	3,737
1907-08	103			103	1930-31	2,388	1931	1,530	3,918
1908-09	103			103	1931-32	2,558	1932	1,746	4,304
1909-10	186			186	1932-33	2,628	1933	1,086	3,714
1910-11	241			241	1933-34	2,371	1934	1,310	3,681

1911-12	302		302	1934-35	2,848	1935	1,602	4,450
1912-13	321	1913	140	461	1935-36	2,983	1936	1,706
1913-14	361	1914	269	630	1936-37	3,069	1937	2,136
1914-15	395	1915	402	797	1937-38	3,278	1938	2,631
1915-16	447	1916	539	986	1938-39	3,438	1939	2,591
1916-17	460	1917	434	894	1939-40	3,456	1940	2,805
1917-18	421	1918	434	855	1940-41	3,438	1941	2,622
1918-19	554	1919	612	1,166	1941-42	3,239	1942	2,463
1919-20	664	1920	743	1,407	†1942-43	691	1943	1,032
1920-21	823	1921	783	1,606	†1943-44	798	1944	1,042
1921-22	1,002	1922	895	1,897	1944-45	935	1945	1,023
1922-23	1,183	1923	1,028	2,211	1945-46	3,216	1946	3,506
1923-24	1,347	1924	944	2,291	1946-47	7,373	1947	5,711
1924-25	1,488	1925	987	2,475	1947-48	9,787	1948	6,278
1925-26	1,860	1926	908	2,768	1948-49	11,340	1949	6,643
1926-27	1,968	1927	1,269	3,237	1949-50	11,709	1950	5,927
1927-28	2,073	1928	1,686	3,759				17,636

* These figures include the enrollment in the demonstration school, except for the Summer Sessions of 1933 and after.

† The figures given are for civilian enrollment only. In addition to enrollments shown in the table during the period from March, 1943, to December, 1944, 2,961 trainees were given from 3 to 5 months' instruction for the Army Air Forces and 1,495 trainees were given from 3 to 15 months' instruction under the Army Specialized Training Program.

EXHIBIT II

SUMMARY OF RESOURCES, EXPENDITURES, AND BALANCES FOR BUILDINGS AT THE UNIVERSITY OF FLORIDA FOR THE PERIOD JULY 1, 1905 - JULY 1, 1945

Years	Resources			Expenditures	Reverting	Balances
	State Appropriations	Federal Funds	Earnings, Gifts And Other			
1905-1910	368,939.07		83,978.00	246,350.94	141,829.33	
1910-1920	495,967.17		40,000.00	453,818.44	134,270.27	
1920-1930	1,763,861.17			1,315,980.89	346,368.97	
1930-1940	466,885.13	1,448,088.78	414,849.01	2,332,949.59		
1940-1945	80,000.00	18,334.65	257,369.78	314,222.46	12,505.53	139,975.34
TOTALS	3,175,652.54	1,466,423.43	796,196.79	4,663,322.32	634,974.10	139,975.34

Summary of Resources

State Appropriations:	\$3,175,652.54
Federal Funds	1,466,423.43
Earnings, Gifts & Other	769,196.79

Total \$5,438,272.76

Expenditures \$4,663,322.32

Reverting & Balances . . . \$ 774,950.44

Reverting:	\$634,974.10	634,974.10
Carried Forward:	139,975.34	
Balance from 1930-1940 not bt. forward	1.00	

Amounts Reverting and Balances \$774,950.44

Also Reverting: Special Building Appropriation 1939 Building Appropriations (Ch. 20980: Laws 1941)	138,000.00
	350,000.00

Total Reverting \$1,122,974.10

State Appropriations	\$3,176,652.54
Other Special Appropriations	488,000.00
Total State App.	\$3,664,652.54
Reverting	\$1,122,974.10

State Investment in University Buildings \$2,541,678.44

RECAPITULATION OF PLANT INVESTMENT UNIVERSITY OF FLORIDA 1905 - 1945

Business Manager's Yearly Reports Covering Appropriations and Other Resources for Gainesville Plant		Expenditures
State Appropriations:	\$3,175,652.54	
Federal Funds	1,466,423.43	
Earnings, Gifts & Other	796,196.79	
Total	\$5,438,272.76	
Expenditures	4,663,322.32	4,663,322.32
Balances & Reverting	774,950.44	
(\$634,975.10 reverting; (\$139,975.34 Carried Fwd.)		
Small Buildings for Agricultural Purposes Paid For From Experiment Station Operating Budgets, Forestry Budgets, Sales, Federal Funds or Gifts, (No Building Appropriations)		59,650.00
Recreational Facilities Paid For From University Athletic Association Funds, Federal Funds, or Gifts (No State Building Appropriations)		273,842.45
Improvements To Y.M.C.A. Recreational Property At Lake Wauburg, Paid From Student Fees, Federal WPA Funds, Etc. (No Building Appropriations)		12,700.00
Total Invested in Buildings		\$5,009,514.77
Increase in Valuation of Buildings 1905-1945		312,761.40
Total Value of Buildings 1945		\$5,322,276.17
Total Value Branch Station Buildings		347,188.00
Total Value of Acreage		400,901.40
Improvements Other than Buildings		520,556.00
Total Value of Equipment		3,593,840.70
Plant Investment at University of Florida, Branch Stations, and Equipment.		\$10,184,762.27

EXHIBIT III BUILDINGS

Buildings at Gainesville	Year Completed	Value as of June 30, 1949
1. Chapel	1922	\$ 269,067.43
2. Benton Hall & Annex	1911	96,436.86
3. Engineering	1926	165,000.00
4. Peabody Hall	1912	95,086.57
5. Library Building	1927-1931	244,144.20
6. Law Building & Library	1914	391,693.21
7. Language Hall	1912	111,715.39
8. Science Hall	1909	113,012.53
9. Chemistry-Pharmacy	1927-1948	1,075,763.31

Buildings at Gainesville	Year Completed	Value as of June 30, 1949
10. Agricultural Building	1912	94,358.55
11. Post Office	1928	3,272.00
12. Horticulture	1927	188,021.60
13. Newell Hall	1909-1944	177,085.53
14. Brick Gymnasium	1915	58,360.61
15. Buckman Hall	1905	253,809.32
16. Sledd Hall	1929	287,500.00
17. Thomas Hall	1905	254,363.47
18. Infirmary	1931-1948	422,282.03
19. Cafeteria	1912-36-48	1,000,173.33
21. Auditorium-Gymnasium	1949	1,671,313.30
22. Experiment Station Cottage	1921	2,400.00
23. Storage Building	1932	1,500.00
24. First Unit Eng. Group	1950	704,217.96
25. Heating Plant	1930	71,825.98
26. Classrooms and Administration Building	1950	1,099,585.48
27. Radio Station	1930-1949	15,525.00
28. Artillery Unit	1925-1948	42,901.06
29. Poultry Houses	1929	3,000.00
30. Engineering Storage Building	1935	1,000.00
31. Electricians Dwelling	1933	5,000.00
32. Dairy Barn	1928	30,000.00
33. Mule Barn	1925	2,000.00
34. Engineering Workshop Building	1927	400.00
35. Nutrition Laboratory	1926	8,500.00
36. Poultry Plant Storage	1933	750.00
37. Veterinary Hospital	1937	2,000.00
38. Irrigation Shed	1930	300.00
40. Machine and Implement Shed	1938	4,000.00
41. Supply and Storage House	1922	1,000.00
42. Agricultural Engineering Barn	1925	250.00
44. Horticulture Greenhouse	1927	10,000.00
46. Agronomy Greenhouse	1929	8,000.00
47. Quarantine Shed	1934	1,000.00
49. Biology Laboratory-Newnan Lake	1930	3,500.00
50. Garage and Storage House	1940	3,000.00
51. Dietitian's Cottage	1932	1,200.00
52. Wooden Feed Shed	1936	400.00
53. Miscellaneous Storage Building	1935	2,000.00
54. Animal Husbandry Cottage	1941	1,000.00
55. Experiment Station Farm Foreman's House	1946	5,000.00
56. Pump House	1938	100.00
57. Service Shop	1947	3,000.00
58. Fertilizer Warehouse	1940	5,000.00
59. Tobacco Barn	1937	600.00
60. Experiment Station Barn	1946	13,800.00
61. Tobacco Grading House	1932	2,800.00
62. Calf Barn	1931	1,200.00
63. Implement Warehouse	1945	4,600.00
64. Garage	1927	1,100.00
65. Horticultural Tool Shed	1929	1,400.00
66. Formaldehyde Shed	1926	300.00
67. Shingle Green House (State Plant Board)	1928	5,000.00
68. Spectrograph Laboratory	1934	750.00
69. Horticulture Cottage	1941	5,000.00
70. Storage House	1927	1,000.00
72. Garbage and Storage House	1935	1,000.00
73. Mule Barn-Cellon Farm	1947	300.00
74. Garage & Storehouse (State Plant Board)	1936	100.00

Buildings at Gainesville	Year Completed	Value as of June 30, 1949
76. Forestry School Garage	1947	200.00
77. Rabbit House	1939	800.00
78. Farm Cottage	1929	6,500.00
79. Agricultural Engineering Mach. Hall	1941	2,800.00
80. Brick Rifle Storage Shed	1947	2,500.00
81. Paint Shed	1947	75.00
82. Greenhouses (2)	1948	10,000.00
83. Cold Storage Plant	1944	15,000.00
84. Mule Shed	1936	200.00
85. Butler Hut-Rat House	1942	1,750.00
86. Cold Storage Laboratory	1928	1,500.00
87. Horticulture Laboratory	1947	2,100.00
88. Fumigation House-State Plant Board	1936	500.00
89. Double Greenhouse-State Plant Board	1936	10,000.00
90. Fumigation Laboratory	1940	1,200.00
91. Brick Ammunition House	1938	1,000.00
92. Graham Field	1934	52,071.93
93. Swimming Pool	1930	48,647.63
94. Baseball Bleachers, Athletic Field	1928	1,000.00
95. Auxiliary Sewage Plant and Laboratory	1948	44,520.10
97. East Corn Crib	1929	125.00
98. West Corn Crib	1934	200.00
99. Northwest Corn Crib	1941	200.00
100. Corn Fumigation House	1935	1,000.00
101. P. K. Yonge School Building	1932	373,861.54
102. P. K. Yonge School Gymnasium	1934	39,100.00
103. P. K. Yonge Manual Arts Building	1934	18,957.64
104. Cattle Feeding Barn	1947	1,100.00
105. Isolation Building	1948	850.00
107. Field Crops Warehouse	1940	4,000.00
108. Corn Crib	1941	125.00
109. Scale Shed	1948	100.00
110. Gasoline Pump Storage House	1948	100.00
111. Florida Union and Annex	1936-1944	369,163.14
112. John F. Seagle Building	1937	455,357.75
115. Cancer Research	1935	19,035.33
116. Experiment Station Farm Shop	1939	1,800.00
117. Poultry Plant Experiment Station	1937	6,000.00
119. Observatory Building	1937	110.00
120. Dairy Products Laboratory	1937	143,720.12
121. Medicinal Plants Drying House	1937	400.00
122. Medicinal Plant Barn	1940	200.00
123. Experiment Station Farm Cottage	1938	2,000.00
124. Machine Shed	1948	300.00
125. Pump and Tool House-Med. Plants	1934	150.00
126. Pump and Tool House-Farm	1930	75.00
127. Stadium Press Booth	1937	5,000.00
128. Drying Shed Experiment Station	1944	800.00
129. Poultry Houses	1937	1,375.00
131. Hydraulic Laboratory Building	1938	116,817.22
133. Caretaker's Cottage Lake Wauburg	1939	3,700.00
134. Fletcher Hall	1939	333,500.00
135. Murphree Hall	1939	517,500.00
136. Ranger's Dwelling-Austin Cary Forest	1939	3,000.00
137. Barracks-Austin Cary Forest	1939	3,000.00
138. Instruction Bldg.-Austin Cary Forest	1939	3,200.00
139. Dining Hall & Kitchen-Austin Cary Forest	1939	2,500.00
140. Garage & Bath-Austin Cary Forest	1939	2,000.00
141. Instruction Dwelling-Austin Cary Forest	1939	2,400.00

Buildings at Gainesville	Year Completed	Value as of June 30, 1949
142. Implement Shed-Experiment Station	1939	5,059.09
143. Abattoir-Experiment Station	1940	1,000.00
144. Recreation Building-Lake Wauburg	1940	8,737.00
145. Bath House-Lake Wauburg	1940	400.00
146. Pump House-Lake Wauburg	1940	100.00
147. Field Laboratoory-Plant Instruction	1940	500.00
148. Isolation Barn	1941	1,500.00
149. Warehouse-Frame, Agricultural Exper. Station	1941	65,000.00
150. Field House	1941	3,000.00
151. General Storage Warehouse	1942	2,000.00
152. Soils Storage Warehouse	1942	750.00
153. Agronomy Laboratory	1940	2,500.00
154. Horticulture Greenhouse	1942	9,000.00
155. Wood Products Laboratory	1942	10,300.00
156. Engineering Industrial Ex. Station	1942-1947	5,747.33
157. Florida Field Stadium	1932	444,426.65
158. South Field Station	1937	500.00
159. North Field Station	1934	500.00
160. Poultry Disease Laboratory	1947	5,899.57
162. Vegetable Processing Laboratory	1947	45,999.80
163. Main Station Greenhouse	1934	12,517.72
164. Storage Warehouse-Exper. Station Farm	1946	625.00
165. Feed Barn-Swine	1943	200.00
166. Feed Barn and Shed-Swine	1946	250.00
167. Feed Pens-Swine	1944	50.00
171. Storage Building (Annex to Hort. Bldg.)	1948	1,500.00
172. Spectroscopic Laboratory	1949	50,000.00
175. Vegetable Shed	1949	4,327.66
176. Caretaker's House	1949	594.65
177. Veterinary Barn	1948	10,253.46
182. Welaka Conservation Project	1938	52,097.09
183. Maintenance Shops	1949	211,542.12
184. Plant and Grounds Building	1948	65,053.55
185. Plant and Grounds-Timekeeper's House	1949	1,848.64
186. Dairy Barn-Hague	1948	239,031.16
800. A. Accounting		
801. B. Civil Engineering		
802. C. Mechanical Drawing		
803. D. Registrar		
804. E. Class Room Building		
805. F. Engineering Shops		
806. G. Faculty Office Building		
808. I. Class Room Building		
809. J. Recreation Hall		
810. K. Class Room		
Temporary Buildings Total	1947	498,395.46
811. L. Military Stores	1947	38,578.25
813. N. Hangar	1948	2,329.04
816. R. Music Building	1949	45,456.59
817-842 Flavet No. 1 26 Bldgs., 100 Units	1946	208,458.90
843-962 Flavet No. 2 20 Bldgs., 76 Units	1946	290,293.69
863-917 Flavet No. 3 54 Bldgs., 448 Units	1947-48	1,343,188.00
918-934 Temporary Dormitories	1946-47	384,000.00
935. C. L. O. Houses (4)	1946	29,000.00
950. Food Processing Laboratory	1947	2,879.10
956. Women's Locker Room Building	1922	48,000.00
957. Old F. Club Building	1927	8,000.00
958. Student Co-op Store	1947	5,343.79
Sewage Disposal Plant	1948	414,382.23

Buildings at Gainesville	Year Completed	Value as of June 30, 1949
Dormitories (7)	1950	3,346,725.06
Library Addition	1950	1,562,348.94
Reestablishment of Horticulture Area & Improvements & Additions to New Area	1950	108,114.08
Dietician's Cottage		19,862.19
32. Student Service Center	1950	246,665.27
Pest Control Laboratory	1950	5,114.38
Incinerator	1950	12,550.00
Total Buildings at Gainesville		\$21,568,447.58
Buildings at Branch Experiment Stations:		
Everglades Station, Belle Glade		\$300,209.22
Vegetable Crops Laboratory, Bradenton		41,144.67
4-H Club Camps		29,200.00
Florida National Egg-Laying Test, Chipley		20,200.00
Range Cattle Station, Hardee County		62,581.39
Potato Laboratory, Hastings		10,288.67
Sub-Tropical Station, Homestead		30,822.22
Citrus Station, Lake Alfred		105,153.28
Watermelon Laboratory, Leesburg		10,850.00
Pecan Laboratory, Monticello		1,750.00
Strawberry Laboratory, Plant City		4,620.00
North Florida Station, Quincy		120,954.77
Celery Station, Sanford		17,580.54
Laboratory and Housing, Ona		5,630.23
Total Branch Station Buildings		\$760,984.99
Total Buildings		\$22,329,432.57
Improvements Other Than Buildings:		
Heating Plant and Utilities Distribution System		\$1,060,878.50
Campus Roads and Sidewalks		167,738.25
Railway Spur Track		16,910.43
Athletic Fields, Stands and Playgrounds		192,774.62
Campus Improvements Including Irrigation System		71,133.49
Improvements on Austin Cary Forest		8,391.45
Total Improvements Other Than Buildings		\$1,517,826.74
Equipment:		
University:		
Furniture		\$1,050,614.63
Office Equipment		196,056.01
Machinery		629,843.30
Apparatus		785,732.91
Library Books		795,803.27
Miscellaneous (Including Museum Exhibits)		990,635.12
Total University Equipment		\$4,448,685.24
Agricultural Experiment Stations:		
Equipment		1,584,571.95
Books		159,125.01
Live Stock		149,328.00
Total Agricultural Experiment Stations		\$1,893,024.96
Total Plant Property		\$7,859,536.94

EXHIBIT IV LAND ACQUISITION UNIVERSITY OF FLORIDA

Year	Source	University Campus	Acreage	Agricultural Experiment Station	Acreage	Cost Or Valuation
1905	Gift, City of Gainesville	For Campus	512			
	Transferred for use of Experiment Station		-192	Main Station, Gainesville	192.00)	
			<u>320</u>		)	
1911	Purchase:				)	
	W. R. Thomas			"	63.80)	
	W. R. Thomas			"	15.00)	
1913	Purchase				)	
	E. E. Cannon			"	15.00)	\$25,000.00
1919	Purchase			Citrus Station,		
	W. F. Lawless			Lake Alfred	10.00	
1919	Purchase			Citrus Station		
	Fruitlands Co.			Lake Alfred	75.00	
1921	By gift:			North Fla. Station		
	W. H. Wilson			Quincy	21.25	
1922	By Transfer:			Everglades Station		
	Internal Improvement Fund			Belle Glade	160.00	
1922	By Transfer:			"	(107.00*)	
	Internal Improvement Fund					
1924	By Transfer:			"	480.00	
	Internal Improvement Fund					
				(Unreported 107.00)		
1925	Golf View Realty Co. (Purchase)			Main Station Gainesville	320.00	\$22,400.00
1926	Purchase			"	10.00	
	State Plant Board					
1928	Fred D. Bryant	For Campus	(64.55**)			3,000.00
	Purchase (Chamber of Commerce)					
1928	Transfer of 64.55 to Ex- periment Station in ex- change for plot of 75.00 acres for Military Field.		75.00		64.55	
1929	Purchase			"	208.00	10,000.00
	A. C. Nichols					
1930	Purchase			Main Station		
	F. E. Goldsmith			Gainesville	5.00	1,300.00
1930	Purchase			Citrus Station		
	E. C. Linger			Lake Alfred	8.50	1,390.00
1930	Purchase			North Florida		
	J. M. Woodward			Station, Quincy	617.00	10,000.00
1930	By gift: C. E. Schaff and Mrs. I. B. Krome			Subtropical Station		
				Homestead	40.00	
1930	By gift: Miami Land and Development Co.			"	20.00	
1930	By gift:			"	30.00	
	Model Land Co.					
1930				Loss by imperfect title 480 acres at Everglades Station	(-480.00)	

Year	Source	University Campus	Acreage	Agricultural Experiment Station	Acreage	Cost Or Valuation
1931	By purchase: Schaff & Krome			Subtropical Station Homestead	20.00	3,000.00
1931	G. W. Brumley Purchase			Main Station, Gainesville	12.70	2,000.00
1931	W. J. Oven Heirs Purchase			North Fla. Station Quincy	20.00	1,750.00
1931	By gift: Trustees Internal Improvement Fund			Everglades Station Belle Glade	185.42	
1931	By purchase: Nellie E. Cannon			"	640.00	2,000.00
1931	By gift:			Watermelon Lab. Leesburg	97.00	
1931	By purchase: W. M. Francisco, et al.			"	.63	
1932	By purchase: J. P. McWilliams			Citrus Station Lake Alfred	10.00	600.00
1932	By gift for P. K. Yonge Schl.		6.65			
1935	By Gift: J. J. Sexton			Citrus Station Lake Alfred	40.00	
1936	A. C. Nichols By purchase			Main Station Gainesville	91.00	3,300.00
1936	A. C. Nichols By purchase			"	173.00	6,700.00
1936	By gift: Florida Forestry Board of Forestry School (Austin Cary Forest in Alachua County)		1,519.00			
1936	By purchase: Sparkman & Weimer for Austin Cary Me- morial Forest		40.00			
1937	By gift: Hastings Potato Growers Association			Potato Laboratory Hastings	1.00	
1937	By gift: Y.M.C.A. Camp, Lake Wauburg		40.00			9,000.00
1938	By purchase: Curry Estate			Vegetable Crops Lab. Bradenton	105.42	
1938	By purchase: B. F. Williamson 360.00) and E. Mize 147.50) total tract of 507.50 for Austin Cary Memorial Forest					3,635.00
1939	Purchase: City of Gainesville		5.00			600.00
1939	Fla. New Mexico Inv. Co. by gift			Subtropical Station, Homestead	60.00	
1939	Richbourg Estate By purchase			Main Station Gainesville	40.00	3,000.00
1939	By gift: C. D. Ivey, et al, Trustees			Range Cattle, Ona	1,000.00	
1940	By gift: City of Sanford			Central Florida Station, Sanford	6.46	
1943	By purchase: B. F. Williamson			Main Station Gainesville	160.00	1,280.00
1943	By purchase: Richbourg Estate			" 192.00) 7.00)	199.00	5,500.00) 350.00)

Year	Source	University Campus	Acreage	Agricultural Experiment Station	Acreage	Cost Or Valuation
1943	By gift			Potato Laboratory Hastings	36.30	
1944	By purchase Bruce Farm			North Florida Station, Quincy	316.75)	5,000.00
				"	3.25)	250.00
1945	By gift: Mr. Hickson & wife			Central Florida Station	28.00	
1945	By gift			Range Cattle Station, Ona	1,340.00	
1946	By purchase J. L. & Eugene Mitchell			"	20.00	200.00
1946	By purchase: B. F. Williamson			Main Station Gainesville	480.00	4,800.00
1946	By purchase:			West Florida Station, Milton	640.00	17,600.00
1946	By gift: Cortez Track			Vegetable Crops Lab., Bradenton	40.00	
1946	By gift: Hastings Potato Growers Ass'n.			Potato Laboratory Hastings	24.31	
1947	Pinkoson Estate By purchase	Main Campus	90.00			197,371.60
1948	City of Gaines- ville by gift for sorority area	Main Campus	13.00			
1948	By gift from U.S.A.			For Mobile Unit No. 3, North Fla. Station	345.00	
1948	By purchase: Nat. Turp. & Pulp- wood Corp.			Hague Dairy Unit	320.00	3,200.00
1948	By purchase: L. S. Cellon			"	769.40	76,940.00
1949	L. S. Cellon			"	80.79	8,079.00
1949	Radio Transmitter Site by purchase	Main Campus	60.00			2,100.00
1949	By purchase: Mr. Rose, for sorority area	Main Campus	.30			
-----	By purchase: Archie Carr for Comparative Zoology Gilchrist County		40.00			400.00
-----	Fla. National Egg Laying Contest, Chipley By purchase for Agri- cultural Extension Service				14.00	750.00
-----	By gift for Biology Laboratory at Newnans Lake		9.00			
	Water (Under partial)		(72.00)			

NOTES

1. Agricultural Experiment Station lands, listed by Station officials as having come from "W. R. Thomas," aggregated 297.75 acres in 1911. It is assumed that a portion of the original Campus grant of 512 acres was set aside for Agricultural Experiment Station (farm) purposes and that this acreage was originally known as a "Thomas tract." Subsequent purchases from Thomas from 1905 to 1911 augmented the original 192-acre tract to near the reported total acreage of 297.75 in 1911.

Early Board of Control reports show that following the grant of 512 acres in 1905, purchases were made from legislative appropriations of 1911 in the amount of 77 acres, and from appropriations of 1913, of 15 acres, bringing the total Campus acreage to 614. This would imply that the original 512 acres were augmented by only 77 acres in 1911, by 15 acres in 1913, and by no others.

The earliest records of the Business Office list "lands used exclusively by the Experiment Station" for the earlier years as follows:

W. R. Thomas tract 1905	192.00
W. R. Thomas tract 1911	63.80
W. R. Thomas tract 1911	15.00
Total Thomas tract	270.80
R. E. Cannon tract 1913	15.00
Total acreage 1913	285.80

And the lands for the Main Campus were listed as 320.00 acres, bringing the total acreage at that time to 605.80, which is not at great variance with the reports of the Board of Control that lists a total of 614 acres.

2. The establishment of an experiment station to study agricultural problems in the Everglades was authorized in Chapter 8442, Florida Laws of 1921. Under authority of this act, the Trustees of the Internal Improvement Fund set aside on August 24, 1921, for use as an experiment station, 160 acres of land in Section 3, Township 44 South, Range 37 East, located on the Hillsboro Canal. (Report of the Board of Control, 1924, page 84)

The Report of the Board of Control, 1922 (page 11), under the caption "Land, Buildings and Improvements," cites lands at the Belle Glade Station as increasing from 160 acres to a total of 267 acres, which would imply that the original grant of 160 acres had been augmented by 107 acres to make the total of 267 acres.

In the Report of the Board of Control, 1924 (page 8), under the caption "Lands and Buildings," occurs this statement:

"Also the trustees of the Internal Improvement Fund have set apart 480 acres additional to the Everglades Experiment Station adjoining the acreage already set apart so that the amount of land owned is as follows:

Everglades Experiment Station640 acres"

In the Report of the Board of Control, 1930 (page 7), the land at the Everglades Station is listed as 640 acres, "less deduction on account of no title480," and the listing of acreage as of November 1, 1930, stood at only 160 acres. The subsequent biennial report of 1932 (page 7), showed an acquisition of 640 acres, which with that on hand made a total acreage of 800.00. There is no satisfactory explanation in any of the records regarding this confused picture of the acquisition and loss of lands at Belle Glade.

EXHIBIT V

STATE APPROPRIATIONS MADE TO DIVISIONS OF THE UNIVERSITY OF FLORIDA FOR OPERATIONAL EXPENSES DURING THE PERIOD 1905—1951 (Including Special & Continuing Appropriations)

Years	University	Agricultural Experiment Stations	Agricultural Extension Service	Radio Station	Engineering Experiment Station	Total
1905-06	15,000.00					\$ 15,000.00
1906-07	15,000.00					15,000.00
1907-08	17,000.00					17,000.00
1908-09	17,000.00					17,000.00
1909-10	22,500.00		7,500.00			30,000.00
1910-11	22,500.00		7,500.00			30,000.00
1911-12	25,000.00		7,500.00			32,500.00
1912-13	30,000.00		7,500.00			37,500.00
1913-14	30,000.00		11,500.00			41,500.00
1914-15	30,000.00		11,500.00			41,500.00
1915-16	45,000.00		20,750.00			65,750.00
1916-17	45,000.00		25,750.00			70,750.00
1917-18	63,850.00		31,048.52			94,898.52
1918-19	63,850.00		36,454.31			100,304.31
1919-20	103,250.00	5,000.00	28,110.10			136,360.10
1920-21	103,250.00	5,000.00	33,515.89			141,765.89
1921-22	200,000.00	55,000.00	42,912.12			297,912.12
1922-23	200,000.00	55,000.00	48,872.25			303,872.25
1923-24	288,708.65	91,000.00	52,372.25			432,080.90
1924-25	261,936.32	87,500.00	52,372.25			401,808.57
1925-26	472,550.00	273,381.50	62,372.25			808,303.75
1926-27	472,550.00	239,281.50	62,372.25			774,203.75
1927-28	751,652.00	319,055.00	89,352.25	100,000.00		1,260,059.25
1928-29	751,652.00	313,055.00	89,352.25			1,154,059.25
1929-30	803,919.50	406,895.00	89,352.25	40,500.00		1,340,666.75
1930-31	854,384.50	401,895.00	89,352.25	40,500.00		1,386,131.75
1931-32	716,548.00	330,233.00	83,282.00	35,952.00		1,166,015.00
1932-33	716,548.00	330,233.00	83,282.00	35,952.00		1,166,015.00
1933-34	564,100.00	301,321.50	68,546.00	25,000.00		958,967.50
1934-35	564,100.00	301,321.50	68,546.00	25,000.00		958,967.50
1935-36	637,500.00	389,940.00	136,640.00	32,600.00		1,196,680.00
1936-37	637,500.00	389,940.00	136,640.00	32,600.00		1,196,680.00
1937-38	912,880.00	419,040.00	88,000.00	40,000.00		1,459,920.00
1938-39	850,380.00	419,040.00	88,000.00	40,000.00		1,397,420.00
1939-40	995,250.00	539,929.00	184,008.00			1,719,187.00
1940-41	1,000,250.00	539,929.00	184,008.00			1,724,187.00
1941-42	1,035,000.00	623,149.00	189,200.00	25,000.00		1,872,349.00
1942-43	1,035,000.00	661,649.00	189,200.00	25,000.00		1,910,849.00
1943-44	1,013,175.00	580,649.00	189,200.00	10,000.00	50,000.00	1,843,024.00
1944-45	1,013,175.00	580,649.00	189,200.00	10,000.00	50,000.00	1,843,024.00
1945-46	1,141,813.00	1,211,420.00	189,200.00		60,000.00	2,602,433.00
1946-47	1,141,813.00	1,111,340.00	189,200.00		60,000.00	2,502,353.00
1947-48	3,627,575.00	1,788,205.00	302,975.00		106,610.00	5,825,365.00
1948-49	3,627,575.00	1,743,205.00	302,975.00		106,610.00	5,780,365.00
1949-50	5,978,464.00	2,364,171.00	473,795.00		181,620.00	8,998,050.00
1950-51	6,688,216.00	2,294,671.00	473,795.00		181,620.00	9,638,302.00
	39,602,414.97	19,172,098.00	4,717,003.19	518,104.00	796,460.00	64,806,080.16

EXHIBIT VI
UNIVERSITY OF FLORIDA
APPROPRIATIONS AND OTHER RECEIPTS
1939—1950

	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50
University (Including Radio and Engineering Experiment Station)											
State Appropriations	995,250.00	1,000,250.00	1,060,000.00	1,060,000.00	1,073,175.00	1,073,175.00	1,201,813.00	1,201,813.00	3,734,185.00	3,734,185.00	6,160,084.00
Incidental Funds	306,416.03	315,918.98	311,591.22	333,363.51	696,903.72	388,032.70	649,168.24	2,284,080.82	2,917,694.38	3,304,822.81	3,442,962.66
Endowment Funds	4,409.80	4,987.20	6,101.59	6,441.99	5,298.05	4,619.04	3,463.96	4,710.75	3,599.99	4,700.00	4,700.00
Federal Funds	43,977.74	43,977.57	45,827.55	45,827.55	45,827.55	45,827.55	45,827.55	45,827.55	45,827.55	45,827.55	45,827.55
County Funds	10,700.00	10,200.00	10,700.00	10,700.00	10,700.00	11,099.83	14,400.00	16,000.00	49,500.00	60,300.00	60,000.00
Auxiliary Activities	350,129.25	380,555.65	427,550.14	567,678.80	760,611.28	304,857.98	361,445.27	1,230,316.24	1,416,855.79	1,422,073.19	1,876,960.77
Non-Educational Funds	140,332.59	245,024.55	253,537.06	319,176.14	271,638.76	266,368.91	238,122.03	558,369.80	964,377.02	855,278.57	1,209,736.52
Agency Funds	199,325.07	219,076.61	284,427.33	330,498.03	147,554.31	154,507.84	874,576.36	948,576.36	937,183.96	1,057,409.80	1,365,474.65
TOTAL	2,050,540.48	2,219,990.56	2,399,734.89	2,673,686.02	3,011,708.67	2,248,488.85	3,388,816.41	6,289,694.52	10,069,223.69	10,484,596.92	14,165,746.15
Agricultural Experiment Stations											
State Appropriations	539,929.00	539,929.00	623,149.00	661,649.00	580,649.00	580,649.00	1,211,420.00	1,111,340.00	1,788,205.00	1,743,205.00	2,364,171.00
Federal Funds	120,801.64	120,801.64	124,782.16	124,782.16	124,782.16	124,782.16	152,680.68	147,680.70	175,053.56	193,355.00	217,457.80
Incidental Funds	50,549.49	67,839.75	87,948.07	133,001.38	148,410.53	143,325.84	131,663.41	161,598.95	231,088.36	188,667.80	212,935.72
TOTAL	711,280.13	728,570.39	835,879.23	919,432.54	853,841.69	848,757.00	1,495,764.09	1,420,619.65	2,194,306.92	2,124,227.80	2,794,564.52
Agricultural Extension Service											
State Appropriations	184,008.00	184,008.00	189,200.00	189,200.00	189,200.00	189,200.00	189,200.00	189,200.00	302,975.00	302,975.00	473,795.00
Federal Funds	219,433.77	219,433.77	229,447.67	339,854.50	353,070.79	415,583.31	383,918.91	347,421.34	299,214.75	319,476.43	321,082.78
Incidental Funds						12,049.91	12,088.37	12,208.10	17,973.89	13,527.50	13,332.60
TOTAL	403,441.77	403,441.77	418,647.67	529,054.50	542,270.79	616,833.22	585,207.28	548,829.44	620,163.64	635,978.93	808,210.38

Chapter III

WAR ACTIVITIES OF THE UNIVERSITY OF FLORIDA

The Board of Control, at a meeting held on the 10th day of June, 1940, adopted a resolution tendering to the President of the United States of America the use of the facilities of the University of Florida for the purpose of assisting with the various forms of training pertinent to the National Defense Program. In keeping with the policy adopted at that time, the Board requested that a survey of the institution's facilities be made to determine in what manner and to what extent it was prepared to contribute to the defense program.

In September, 1940, the Congress of the United States passed the Selective Service Act, providing for the conscription of man power for defense purposes. Immediately, the University began reshaping its plans, programs, and objectives with the purpose of directing its efforts toward making a maximum contribution to the nation's defense.

According to the Biennial Report of the President for the period ending June 30, 1942, "adjustments involved many activities, including accelerated curricula which would enable students to complete their work and leave the University for war service in a minimum of time; modified courses furnishing the maximum skills and knowledge essential to war service; a lengthening and expanding of military training at the University; provision for certain specific types of training such as aeronautics, radio, and civilian defense; and a physical fitness program designed for the hardening and conditioning of students for participation in the war. The University community was organized on a pattern set up by the State and local defense councils for the complete and effective co-operation in the protection of buildings, property, and civilians in case of attack."

Following the attack on Pearl Harbor on December 7, 1941, a War Policies Committee was set up to "concern itself with the whole responsibility of the University in the war situation, to coordinate all wartime University activities with the normal University activities, and to make recommendations to the President who, in turn, had been granted authority by the Board of Control to put such recommendations immediately into effect. The wartime activities of all University bodies were charged to clear through the War Policies Committee.

A statement on "War Adjustments at the University of Florida," issued March 18, 1942, sets forth very clearly the institution's position with respect to the war:

"During the present war, it is necessary in order to meet immediate and genuine emergency demands to augment the University organization in certain phases as well as to augment the functions of parts of the already existing organization. After every effort is made to meet these emergency demands, the regular administration of the University will endeavor to continue the normal educative processes at full efficiency. But this does not mean business as usual. It means making every change or adjustment that looks to the immediate objective of winning the war . . . The war functions of the University may be thought of as falling under three main headings—the protection of life and property on the University grounds; instruction, research, and consultation making direct contribution

to the war and to civilian defense; and the training of leaders who can go to all parts of the State to support the war effort, civilian defense, and civilian morale."

While an entire book would be required to recite in detail the monumental contribution of the University to World War II, a mere listing of some of the outstanding activities with brief details describing the principal programs must suffice for the present record. Because of the very difficult task of properly evaluating the merits of the various academic, research, or extension programs, it seems desirable to comment upon them in the usual order in which they are treated administratively rather than in some specific order suggesting their relative importance.

AGRICULTURE

On the 16th day of February, 1942, the Board of Control adopted a resolution authorizing and directing the President of the University and the Director of the Agricultural Experiment Station to take the necessary action immediately to produce as much food as possible for the use of the University during the period of the emergency.

The University of Florida's agricultural agencies contributed to "Victory on the Food Front" not only for the institution proper but for the State and nation. Agriculture was a basic part of the homefront battle, and it not only enabled the United States to maintain adequate supplies of food for its own people but for its allies as well.

The Agricultural Extension Service, through its corps of county and home demonstration agents, immediately on the outbreak of World War II stepped up its program to meet wartime needs. Fortunately, it was prepared to conduct by means of a trained personnel the Federal food program authorized under the Food Production and Conservation Act and the Farm Labor Act. It is estimated that 150,000 Florida victory gardens were grown by both farm and city residents during the year 1943 alone. The surge of interest in this work caused an unprecedented demand for farm and technical information. Both county and home demonstration agents gave advice to thousands of city residents with whom they had not formerly worked, and Extension Service publications dealing with gardening and insect and disease control were distributed by the thousands. These victory gardeners added vast quantities of materials to the State's food supply. With the armed forces and lend-lease taking large quantities of canned goods, and with transportation and storage facilities strained to the utmost, production and conservation for use at home became of paramount importance. Farm families throughout Florida and many urban families with victory gardens put up millions of containers of canned food. Canning centers were fostered in conjunction with the Civil Defense organization.

Tremendous progress was made in spreading knowledge concerning balanced diets, meal planning, and proper nutrition, so essential to the health of the nation and particularly of the youth entering the armed forces. Farm families were encouraged to become more self-sufficient by planning, producing, and using abundant food resources to better effect, and in substituting plentiful foods for those less abundant. Home demonstration agents gave 530 nutrition courses with 7,634 women enrolled. Due attention was given to soil conservation, and conservation districts were organized in all sections of the State. Florida

farmers were taught the essentials of putting conservation farming behind war-time food production.

The Farm Labor Program, operated by the Agricultural Extension Service in cooperation with the War Food Administration, supplied Florida vegetable and citrus growers with practically all labor needed for their harvests. Only a very small percentage of the citrus and vegetable crops were lost because of a lack of labor. Within one year, April 15, 1943, to June 30, 1944, the emergency farm labor program in Florida supplied 1,104,279 man-days of labor. Over half of this total was furnished by Bahamians, and Jamaicans, while domestic laborers and German prisoners of war constituted the other half. Twenty-four Florida farm labor centers were operated by the War Food Administration, and the Extension Service handled the placement of laborers in the camps. Approximately 9,500 laborers were recruited in Florida and supplied to other neighboring states during peak harvest seasons when such labor was not needed in Florida.

The Agricultural Experiment Station continued without abatement its scientific research in agriculture. The nutrition program evolved by the Citrus Experiment Station enabled the State's growers to produce consistently larger crops of citrus fruits. Crop improvements were many and varied, including introduction of new cover crops and the breeding of new and disease-resistant tobaccos, vegetable varieties, and field crops. In 1943 the oat plantings for grain and pasturage were estimated at over 100,000 acres. In the Everglades, a selection of a new corn from Puerto Rico produced two crops in one year from the same plot for a total yield of 150 bushels per acre. Furthermore, the development of a new hybrid, the FW-1, increased yields more than 40 per cent.

Domestic oil crops of all kinds were extremely important in keeping the wheels of war and civilian progress turning, especially after the importation of Asiatic oils was stopped by the war with Japan. Florida's oil crops—and number one war crop—was peanuts. The acreage harvested was doubled and a new variety, known as the "Dixie Runner," which outyielded other well known varieties, was released after eleven years of experimentation.

The production of sugar cane was stepped up, and old varieties which had become worthless because of disease were replaced entirely by new varieties bred at the Everglades Experiment Station, thus adding immeasurably to the nation's sugar supply which had been so severely curtailed at the onset of the war.

The Tung Oil industry, highly essential to the war industry and introduced in Florida by the Agricultural Experiment Station, yielded 2,750,000 pounds of oil in 1943. Extensive information was developed on optimum storage requirements of citrus and other fruits and vegetables. And a new wrapper was developed which offered definite advantage in preservation of fresh fruits and vegetables. The poultry industry of the State was given great encouragement both by the Agricultural Experiment Station and Extension Service, and in 1944 Florida's chickens laid an all-time record of 18,000,000 dozen eggs.

While the nation generally knew of the critical shortage of natural rubber, few realized the efforts that were being made to determine whether rubber-producing plants could be grown in Florida. Two such plants, *cryptostogia* and the Russian dandelion, *kok-saghyz*, showed themselves well adapted to the soils of the Southern areas. In cooperation with the United States Department of

Agriculture and the Florida State Department of Agriculture, plantings were made at the Everglades Station and the Belle Glade prison farm. Yields from unselected plants, in seven months from time of planting, were around two hundred pounds of rubber per acre, and those from selected plants were twice that amount. While the rather early end of the war in Japan made it unnecessary to convert our food producing lands to rubber growing, it was of comfort to American scientists and to those responsible for the national defense to know that Florida can produce quality rubber if needed and in greater yield per acre than any of the records disclose for other areas of the United States.

Florida agriculture, in effect, kept pace with industry in miracles of production. Typical of the response and interest of the Agricultural staff to the demands which the war placed upon them, though of somewhat minor significance since it involved only a local incident, is the note from Dr. H. Harold Hume, then Dean of the College of Agriculture, to Dr. John J. Tigert, then President of the University:

Dear Dr. Tigert:

April 24, 1942

As a little help to the faculty and staff of the University, we distributed approximately 12,000 tomato plants. If these fell in the hands of good gardeners there should be quite a few tomatoes. I thought you would like to know this.

H. Harold Hume

THE COLLEGES AND PROFESSIONAL SCHOOLS

The Board of Control, as we have already set forth, adopted at the very outset of the war a policy of continuing all the normal educative processes at full efficiency. At no time during the entire period of the war was it found necessary to dispense with any of the normally required curriculums, though great pressures were placed upon the University to do so, especially as the civilian enrollments tumbled. All students were given full course offerings and were expected to fulfill all the normal requirements leading to their respective degrees before being recommended for graduation. In a very few instances this necessitated the offering of certain courses to a minimum number of students, even to two or three individuals. The surplus time of the teachers was used advantageously, however, in the war training programs or other University activities, concerning which more will be said later.

A survey of faculty and staff was undertaken to determine primary and secondary skills and aptitudes, and a filing system was installed which would disclose on immediate reference the major and minor fields of study and specialization. Faculties were consequently found available, for the most part, not only to continue the normal academic program but to handle the thousands of trainees who were assigned to the University for instruction under the various training programs. In a number of instances, administrative personnel were borrowed for the teaching program, while teachers were borrowed for administrative assignments. An effort was made to fit each and every University employee into that branch of service where his skill and training was most needed. In this way a maximum use was made of University personnel and man power.

Among the earliest war activities was the Officer Candidate School which was activated on the campus of the University on September 28, 1942, for the purpose of training officers who would serve the Army in an administrative capacity. There were six of these schools in the country, the third of which

was established at the University of Florida. Over 1,300 officers were instructed and graduated from the School, and nearly all of them subsequently served actively in the United States Army. The School was operated in cooperation with the Adjutant General's Office, War Department, and received high commendation from that department.

The War Training Courses

Among the more important services which the University was privileged to perform were two which involved direct employment of its peacetime faculties and staff—the training of enlistees in the Army Air Force (Air Crew) and the instruction of both reservists and trainees in the Army Specialized Training Program. Although contracts with the Federal government did not permit profits to be made by the institutions having war training programs, a considerable saving was effected for the State through the absorption by the government of costs of operation, equipment, instruction, and other necessary functions which otherwise would have had to be paid from State funds. A total of more than a million and a quarter dollars was paid to the University of Florida by the government on contracts for War Training Courses. Of this amount over \$750,000 was expended in the operation of the Cafeteria, Residence Halls, Infirmary, Florida Union, Book Store, and other service units for the trainees. Sixteen hundred men were fed three times a day, and all were housed in the University residence halls. A total of \$527,238.07 was transmitted to the State Treasury for payment of salaries, use of facilities, and depreciation on buildings and equipment. A net savings of \$205,333.36 in State funds was made possible, and this sum became available to balance a budget which had fallen drastically short of estimated revenues because of the almost total loss of student fees. The program enabled the University to retain the services of most of its splendid faculty and to utilize its plant facilities during a period when it experienced its lowest civilian enrollment. A brief review of the two major training programs is desirable at this point.

At the end of February, 1943, the 62nd Central Training Division (Air Crew) was activated at the University with a quota of 750 trainees. Beginning with the following May, and continuing with reasonable regularity throughout the graduation and replacement of approximately 150 trainees monthly until the close of the program in June, 1944, the University served in the training of 2,994 members of the Air Crew.

The University was responsible for the academic instruction and the physical training demanded in the program, while officers and men of the Air Corps were assigned to the detachment to provide over-all supervision for the program and specific responsibility for the military training. The academic program consisted of mathematics, physics, history, geography, English, civil air regulations, and medical aid. Each trainee also received ten hours of flight instruction.

In June, 1943, there was activated at the University a unit of the Army Specialized Training Program, officially known as Specialized Contract Unit (SCU) No. 3418, ASTP. The program, to which 494 trainees were originally allotted, was designated to cover the Basic Phase Curriculum and the Advanced Phase Curricula in Engineering. These trainees were followed by a group of approximately one hundred former advanced ROTC students of the University whom the military authorities returned to pursue their studies and training until openings in Officer Candidate Schools occurred, by nearly fifty trainees

in the Preprofessional Curriculum leading to medicine and dentistry, and by allotments of reservists. In all, up to July 1, 1944, the University had enrolled nearly 1,500 men in these various phases of the Army Specialized Training Program.

The Army Specialized Training Program had as its objective the preparation of technicians needed by the several services of the United States Army. In the Basic Phase Curricula the trainees studied chemistry, mathematics, physics, English, history, geography, and engineering drawing; in the Advanced Phase the trainees pursued those studies usually required by professional schools of engineering, medicine, and dentistry. As with the Army Air Forces, the University assumed responsibility for instruction in the academic subjects and for physical training, while the Commandant and his staff had charge of the military training and discipline.

Within a year and a half the University assisted in the training of approximately 4,500 members of the armed forces of the United States. The University endeavored to perform a complete service for trainees in the Army Air Forces and in the Army Specialized Training Program. All trainees were housed in the institution's dormitories. Mess was provided in the University cafeterias. The Florida Union—campus center of student social activities and recreation—was placed at the disposal of the enlistees. Special entertainment programs were arranged, a service men's lounge was provided, and a sewing service was established, all for the comfort and welfare of the trainees. The facilities of the University Speech Clinic were made available, and any trainee with speech defects could schedule a period for help in solving his difficulties.

The programs were superimposed upon the normal academic and research programs of the University. Despite a loss of approximately 120 staff members who were granted leaves of absence for service in the armed forces, and despite the continual changes in curricula, budgets, and procedures, not to mention the constantly changing groups, the University absorbed the impact of change to all-out-war effort with relatively few additions to the staff and with a maximum efficiency which earned for it from the commands represented the coveted Certificates of Service Awards "in recognition of meritorious service."

Other training programs which should be mentioned include the operation of a Chemical Warfare School, a Civilian Flight Training Program, and a Pre-Radar School for the United States Army Signal Corps.

Of especial significance was the Engineering, Science and Management War Training Program. This important phase of the war effort was given through the extension service of the College of Engineering and involved an expenditure of approximately a million dollars. Some 9,000 persons received training. Ninety-nine courses in over fifty different subjects were conducted for essential war industries in most of the larger cities of the State. Branch offices were established at, and personnel for instructional purposes drafted from, all the accredited institutions of higher learning in the State, both public and private. These were operated under the general supervision of the College of Engineering of the University of Florida.

THE GENERAL EXTENSION DIVISION

The resources of the University were early mobilized to serve the State-at-large in developing leaders and instructors to guide civilians through the trying days when attacks from the air seemed only too probable. The Governor

appointed the Dean of the General Extension Division to serve as Coordinator at the request of the State Defense Council. To help train the Corps in Fire Defense, Gas Defense, and other general defense programs required by the Office of Civilian Defense, the General Extension Division first conducted instructors' schools for 1,773 persons. Later 3,094 leaders were given training in Defense Council Organization and Administration. The work in the coastal cities, because of their vulnerability and consequent need, received special attention. Altogether 125,000 persons received training under this program.

By request of the Adjutant General of Florida, the Division was also called upon to register civilian workers for Selective Service during the construction of Camp Blanding. With the cooperation of the ROTC Unit at the University, men were registered on the job and 200,000 vitally important man hours were saved.

The Division assisted government agencies in the war propaganda programs by informing the public concerning the war efforts of the nation through the circulation of films, bulletins, posters, and other types of information. Over 250 publicly owned motion pictures in the State were furnished films, and within one year 6,319 showings of films were booked, with an estimated attendance of about a half million persons.

The Division served as official depository and State distribution center for the Office of War Information, Office of Civilian Defense, Office of the Coordinator of Inter-American Affairs, the Treasury Department, and the Office of Price Administration. Over ten thousand items interpreting practically every phase of the national war effort were distributed or lent in the State for these agencies.

Intensive refresher courses given by the Division, in addition to the regular extension and correspondence courses, proved a great boon to the school system of the State by providing aid to war emergency teachers who needed such courses to qualify for classroom jobs, to renew certificates, or to work toward college degrees.

Probably the most outstanding service rendered by the General Extension Division was the offering of correspondence study courses to men in the armed forces. Through contracts with the United States Armed Forces Institute, the General Extension Division of the University of Florida literally "followed the Flag Around the World." Nearly ten thousand men and women enrolled for the USAFI courses during the war's duration. The University of Florida was tenth in the number of enrollments in the Armed Forces Institute courses among the eighty-eight universities and colleges under contract with USAFI in the nation, and shared the distinction with the Universities of Wisconsin and Washington of being the only institutions which provided lesson-correction service on Institute courses.

RESEARCH

The research of the Agricultural Experiment Station has been briefly touched upon under the general heading of agricultural activities. With the declaration of war, the facilities of the then very young Engineering and Industrial Experiment Station, which had been activated by Act of the Legislature of 1941, swung immediately into war related research and operation. Secret contracts totaling approximately half a million dollars were negotiated with the Office of Scientific Research and Development, the United States Signal Corps, the

National Bureau of Standards, and other agencies. Much of the research was not revealed until the end of the war, and then only by the agencies involved. The contribution of the University of Florida to the war effort through the Engineering and Industrial Experiment Station alone would make an enviable chapter in the history of any institution of higher learning. Among the important projects only two will be mentioned in this résumé:

1. Assistance in the development of the Army's electronic fuse for detonating a bomb or projectile automatically when it nears its target.

2. The development and construction of static direction finding equipment.

In May, 1946, the Naval Ordnance Development Award was conferred on the University for "distinguished service to the research and development of naval ordnance, and in particular for its outstanding contribution to the development of proximity fuse components."

The University's contribution in sferics was commended in a letter from the Chief Signal Officer of the Army Service Forces, War Department, dated April 4, 1946, wherein he stated that the University had "provided facilities and equipment for putting into operation the first static direction-finding network in use by the United States Army," and that "the effort put forth by the University of Florida in sferics work cannot be measured on a 'dollar and cents' basis."

This résumé of the University's war activities would not be complete without also mentioning the participation and whole-hearted support given by faculty, staff, and students to the various bond drives, the war fund appeals, and in voluntary and unremunerated service as members of Selective Service boards, as lecturers before thousands of men in uniform at training centers and army camps in and out of Florida, and in every capacity called for. During the entire period of the war, every man and woman at the University may be said to have "rendered service beyond the call of duty." Overtime without additional compensation was given willingly by many from president to janitor in order that the institution might meet its obligations nobly. The distinguished President of the University, Dr. John J. Tigert, set a high example of public service by assuming chairmanship of the State War Fund drives for two successive years, accepting membership on the national War Fund Committee, the National Advisory Committee for the Army Specialized Training Programs, the Navy V-Training Selection Committee for Florida, the Commission on the Preservation of Cultural Resources (Florida representative), and as a member of the Board of Visitors of the United States Naval Academy. The President's office served as the customary channel for clearing not only all the normal activities of the University, but also the innumerable policies and procedures emanating from dozens of State and Federal war-related agencies which affected the students, the staff, and the general work of the institution. Personal letters concerning thousands of students were furnished various branches of the armed services as an aid to evaluating their capacities as potential officer personnel. Additional hundreds of letters were written to parents or relatives of students who were prisoners of war or missing in action, and a vast correspondence was maintained with alumni and students in the far-flung battle fields of the world.

The Registrar's Office, perhaps more than any other, had to readjust to constantly changing conditions. It was responsible for the gathering of information concerning various service opportunities for college students and for the pub-

lication of material of general interest to large groups of students. The Registrar acted as Armed Service Representative for the Joint Army-Navy Procurement Committee and as Coordinator of War Activities. His office gathered data on the Selective Service status of students, published materials, and prepared affidavits and transcripts for local Selective Service Boards. Two separate record-keeping systems were set up for the two Army units in keeping with the contractual requirements of the respective units.

Finally, the chapter of the University's contribution to World War II would be wholly incomplete unless special mention were made of the service and sacrifice of thousands of Florida men who performed so gallantly on land, on sea, and in the air. The Alumni Office, through a monthly newsletter, *The Fighting Gators*, kept in touch with more than 5,000 alumni and former students in the armed service. It is estimated that more than 10,000 were in combat. During the conflict, 408 alumni are known to have been killed or to have died in line of duty. Individual alumni received 250 medals ranging from the Purple Heart to the Distinguished Service Cross, 11 having received the latter. Of the 5,000 whose service records are complete, 76 per cent were officers, 12 per cent non-commissioned officers, and 12 per cent privates or seamen. The University and the State owe an eternal obligation and debt of gratitude to these heroic youths who made the supreme sacrifice.

Altogether, the University's contribution to the war effort was so commendable as to elicit the pride of every Floridian. Unquestionably the magnitude and variety of activities with which the University was concerned during the war years focused favorable attention upon it and explains in some measure the unprecedented vitality which permeated the institution as the world conflict drew to a close.

Florida's traditional charms and the joy of living here had become matters of personal experience to tens of thousands of young men who were domiciled in various sections of the State at naval and air base stations, and in army training camps during the war years, while the tropical setting of the University campus itself had a magical appeal to some 5,000 youths who were assigned to it as candidates in the war training programs. Florida and the University had an allure for these young people and beckoned them to return when peace came.

Chapter IV

HISTORICAL DEVELOPMENT OF COLLEGES, SCHOOLS, AND OTHER TEACHING AND RESEARCH DIVISIONS

While the growth of the University of Florida is manifested to the casual observer by the physical aspects of the campus, the number and size of buildings, the number of students enrolled, and the size of budgets, the essence of its true development lies in the sound establishment, expansion, and strengthening of its teaching and research programs. Gradually and continuously colleges, schools, divisions, and departments have been added until the mid-century profile is one of approaching maturity. In 1950 it possesses the essential units for the training of leadership, the discovery and utilization of our natural resources, the technical training of men and women for industry and the professions, the development of latent talent in music, architecture, drama, radio, creative writing, painting, sculpture, oral English, and critical interpretation to the end that our culture shall go forward. It places emphasis on the social graces and good manners, experimentation and research, the training of political leaders who are at the same time statesmen of the first order, the development of spiritual, moral, and ethical standards, and the education of men and women who appreciate these standards and who are willing to live by them. It underlines the critical appraisal, appreciation, and strengthening of democratic institutions and processes, and the inculcation of a love for State and nation.

In effect, in its dual role of State university and land-grant college, the University is year-by-year discharging more and more the great responsibilities implied in its creation. It enters the second half of the twentieth century poised and well able to claim its rightful place among the nation's great universities. In doing so it is cognizant of its larger responsibility to the training of national leadership, fundamental research for national defense, the discovery and training of scientific, technical, and military personnel, and the development of understanding in international affairs.

We have traced in a preceding section the physical growth of the University, measured from the standpoint of student enrollment, lands, buildings, and budgets, since its operations began in Gainesville in 1905. We should like now to chart the growth and development of the educational phases of the University covering the same period of time, and also set forth briefly some of the earlier historical incidents which have had a bearing upon its creation and emergence as an institution of higher learning.

The very earliest conception of the University appears to have taken place in the year 1823 when the United States Congress reserved two entire townships, known as Seminary Lands, for the purpose of aiding the maintenance of two higher educational institutions in the Territory of Florida.

An Act was passed by the Senate and House of Representatives of the United States on July 1, 1836, (*Laws of Florida & Organic Laws, Compilation & Laws, 1840-45, page 67*) providing as follows:

An Act to authorize the Governor and Legislative Council of the Territory of Florida, to sell lands heretofore reserved for the benefit of a general seminary of learning in said Territory.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That the Governor and Legislative Council of the Territory of Florida shall be, and they are hereby, authorized to sell and convey in fee simple, for the benefit of the University

of Florida, of which, Joseph M. White, R. K. Call, Thomas Randall, John G. Gamble, Thomas Eston Randolph, Louis M. Goldsborough, Ben Chaires, Turbutt R. Betton, F. Eppes, E. Lockerman, Fitch W. Taylor, J. Loring Wourt, Ashbeel Steele, and J. Edwin Stewart, are trustees, any part not exceeding one half of the two townships of land heretofore reserved and appropriated by Congress for the establishment and support of a seminary of learning in the Territory of Florida, and to appropriate so much of the money arising for the erection of commodious and durable buildings for said University; for the purchase of apparatus, and whatever else may be suitable for such University; and to invest the remainder in some productive funds, the proceeds of which shall be devoted forever to the benefit of said University of Florida.

Approved 1st July, 1836.

Subsequently on March 3, 1845, two entire townships, in addition to the two already reserved, 85,700 acres in all, were appropriated by the United States Congress for the use of two seminaries of learning in the Territory of Florida.

On December 21, 1846, the Governor of Florida was authorized to appoint two competent persons to give their views with regard to the establishment of academies, and the manner of their organization.

On January 24, 1851, a Resolution was approved by the Governor providing for the location of the two "seminaries of learning," and on *January 6, 1853*, Ocala was designated as the site of one of them. This seminary of learning, known as the "East Florida Seminary" opened its doors to students in the autumn of 1853, and continued operations at Ocala until 1866, when it was transferred to Gainesville. This institution became, in a sense, the progenitor of the present University of Florida, and to it we owe allegiance as our founder. Its birth date, 1853, we claim as our Founding date.

In 1870 the State Legislature passed an "Act to Establish the Florida Agricultural College." In order, however, to get the full benefits of the Act of Congress of 1862, entitled "An Act Donating Public Lands to the Several States and Territories which may Provide Colleges for the Benefit of Agriculture and Mechanic Arts," a supplementary act had to be passed. This was done in 1872. The State immediately received 90,000 acres of land, the proceeds from the sale of which were invested in "Agricultural College Fund" bonds with a par value of \$153,800. It pledged itself, furthermore, to support and maintain "at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

Out of this Act, the Florida Agricultural College at Lake City eventually came into being in 1883, and from its later union with the East Florida Seminary at Gainesville, by virtue of the Buckman Act of 1905, the present University of Florida was born.

For the purpose of this mid-century review, we are presenting in tabulated form the dates of establishment of the several units—colleges, schools, and departments—major changes, designations, accreditation, and other factors pertinent to the historical development of the University of Florida and its multiple activities.

HISTORICAL DEVELOPMENT OF COLLEGES, SCHOOLS , AND OTHER TEACHING AND RESEARCH DIVISIONS
OF THE UNIVERSITY OF FLORIDA

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
1853	East Florida Seminary, established at Ocala, Florida.			
1862				Morrill Act passed by the U. S. Congress, creating land-grant colleges by "donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts."
1866	East Florida Seminary transferred to Gainesville.			
1870	Florida Agricultural College established by Act of the Legislature; Florida Laws, Chapter 1766, Section 1, 1870.			
1872				Amendment of law establishing Florida Agricultural College to take advantage of provisions of Morrill Act of 1862; Chapter 1905, Laws of Florida, 1872. The State received 90,000 acres of land, the proceeds from the sale of which were invested in "Agricultural College Fund" bonds with a par value of \$153,000.
1883	Decision to locate the Florida Agricultural College at Lake City, following offer by city to donate 100 acres of land and \$15,000.			
1884	Classes opened at the Florida Agricultural College, Lake City.			
1903		By Act of Legislature "Florida Agricultural College" was changed to "University of Florida."		
1905	Consolidation of East Florida Seminary at Gainesville and University of the State of Florida at Lake City consummated, with new institution located at Gainesville.	By passage of the Buckman Act the "University of the State of Florida" was founded, and by action of the Board of Education the location was changed to Gainesville.		
1909		By Act of the Legislature the University of the State of Florida was redesignated "University of Florida."		The University of Florida at Gainesville became a combined state university and land-grant college for men students and for women in certain professional and graduate fields with no major change taking place until 1947. Thereafter made a coeducational institution by Act of the Florida Legislature in 1947.
1947				

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
AGRICULTURE				
1884	First record of instruction in agriculture when classes opened November 1, at the Florida Agricultural College, Lake City.			The development of the Agricultural departments of the University parallel the various stages of development of the University proper, beginning with the passage of the Morrill Act of 1862.
1910	University of Florida divided systematically into its various fields of activity, one of which was the "College of Agriculture" as it is now known.		Follows no system of accreditation.	
1888	Florida Agricultural Experiment Station Established in connection with the "Florida Agricultural College" at Lake City.			Laboratories and offices moved to Gainesville in 1907. In 1906 the office of the "Director of the Experiment Station" was separated from that of the "President of the University."
Creation of Branch Stations				
1920	Citrus Station, Lake Alfred. Created by Act of Legislature, 1917; established 1920.			
1921	North Florida Station, Quincy. Created by Act of Legislature 1921; established 1921.			
1923	Everglades Station, Belle Glade. Created by Act of Legislature, 1921; established 1923.			
1930	Subtropical Station, Homestead. Created by Act of the Legislature, 1929; established 1930.			
1941	Range Cattle Station, Ona (Hardee County). Created by Act of the Legislature, 1937, established 1941.			

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
1946	West Florida Station, Milton. Created by Act of the Legislature, 1945; established 1946.			Field laboratories have also been established as follows: Watermelon and Grape Investigations Laboratory, Leesburg. Strawberry Investigations Laboratory, Plant City. Potato Investigations Laboratory, Hastings. Pecan Insect Laboratory, Monticello. Vegetable Crops Laboratory, Bradenton. Federal State Frost Warning Service, Lakeland.
1945	Central Florida Station, Sanford. Created by the Florida Legislature as Celery Investigation Laboratory in 1933, changed to Central Florida Station in 1945.			
1915	Cooperative Extension Work in agriculture and home economics was established when the State Legislature passed an Act in 1915 (Chapter 6839) accepting funds and the provisions of the Federal Smith-Lever Act, which became a law on May 8, 1914.			Four Mobile Units, created by Chapter 20983, Acts of 1941, are operated under the supervision of the North Florida Station, with headquarters at strategic points in West Florida.
				Farmers Cooperative Demonstration Work, Boys Corn Clubs, and Girls Canning Clubs operated in the State prior to the establishment of the Agricultural Extension Service in 1915. Starting with two agents in 1909, the number increased to 61 men and women agents by 1914, when an arrangement was made with the State Agricultural College which opened the way for the broader and more satisfactory system of Extension Work in Agriculture and Home Economics.
COLLEGE OF ARCHITECTURE AND ALLIED ARTS				
1925	"School of Architecture" organized and first courses offered in the field of architecture and allied arts.			

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
1929		"School of Architecture" changed to "School of Architecture and Allied Arts."		
1948		"School of Architecture and Allied Arts" changed to "College of Architecture and Allied Arts."	Of the seven programs of study in the College only one—Architecture—has a definitely organized accrediting agency. This agency known as the National Architectural Accrediting Board, accredited the work in Architecture at the University of Florida in 1948.	

COLLEGE OF ARTS AND SCIENCES

1853				The East Florida Seminary established at Ocala in 1853 and transferred to Gainesville in 1866 was not only the earliest forerunner of the University of Florida but, having been organized primarily as an arts college became one of the original, if not the first, educational division of the University of Florida.	
1903	"College of Liberal Arts" organized as one of the three colleges of the "University of the State of Florida" at Lake City.				
1905	The "School of Language and Literature" and "The General Scientific School" constituted two of six instructional units of the "University of the State of Florida," created by the Buckman Act of 1905, and transferred from Lake City to Gainesville.				
1905	The "College of Arts and Sciences" created as one of eight units of the redesignated "University of Florida."		Accredited by the Southern Association of College and Secondary Schools (Regional Accrediting Agency) in 1913.		

COLLEGE OF BUSINESS ADMINISTRATION

1925	Started as a curriculum in Business Administration under the College of Arts and Sciences.
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Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
1926	Established as School of Business Administration and Journalism under the College of Arts and Sciences.			
1927	Established as independent College of Commerce and Journalism.			
1933		Changed name to "College of Business Administration" and transferred Journalism back to the College of Arts and Sciences.	Accredited by and admitted into membership of the American Association of Collegiate Schools of Business in 1929.	

COLLEGE OF EDUCATION

1905	Normal Department provided in the College of Arts and Sciences of the University of the State of Florida, created by the Buckman Act of 1905.			
1913	Teachers College established as separate college for the training of teachers, supervisors and school administrators.			Grant of \$40,000 by the Peabody Education Board in 1912 to provide for the departments of Education and Philosophy and for the Teacher Training work of the University influenced the establishment of a separate college.
1931		Changed name from "Teachers College" to "College of Education."		
1934				A grant of \$150,000 from the General Education Board in 1934, coupled with a legislative appropriation of \$200,000, made possible the establishment of the P. K. Yonge Laboratory School under the jurisdiction of the College of Education.
1948			Accredited in 1948 by the American Association of Colleges of Teacher Education.	

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
COLLEGE OF ENGINEERING				
1910	Courses offered in civil, electrical, and mechanical engineering prior to 1910. College of Engineering established as a separate college in 1910.		Civil, electrical, industrial and mechanical engineering curricula accredited by the Engineers' Council for Professional Development in 1937. Chemical engineering curricula accredited in 1942, and the aeronautical and civil (including Public Health optional) in 1948.	
1929	Board of Control authorized an "Engineering Experiment Station" as a part of the functions of the College of Engineering, but no specific funds made available for operation.			
1941	Engineering and Industrial Experiment Station established by act of the Legislature as a division of the College of Engineering.		Member of the Engineering College Research Council of the American Society for Engineering Education. No question of accrediting involved, but the organization is the recognized national body to represent the engineering colleges in the field of research.	
THE GENERAL EXTENSION DIVISION				
1919	General Extension Division established by authority of the 1919 Florida Legislature, and began work October 1, 1919.			From the date of its beginning the General Extension Division has carried on the educational materials loan services of the several state institutions of higher learning. It has been responsible for the non-credit adult education programs and services, and for the correspondence and extension courses for which college credit is given.

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
THE GRADUATE SCHOOL				
1905	Graduate work dates from the establishment of the University in Gainesville in 1905. One master's degree was conferred in 1910.			From 1910 to 1930 the work of the Graduate School was administered by a committee appointed by the President and reporting to the General Faculty. Since 1930 the School has been administered by a dean and the Graduate Council.
1910	A separate unit was created for graduate work which was given the name of the "Graduate School."			
1921			Placed on the approved list of the Association of American Universities which accredited graduate work until 1949.	From 1930 to 1935, the Ph.D. was offered only in chemistry, pharmacy, and biology. Doctors degrees are now offered in eighteen areas of specialization.
			Member of the Conference of Deans of Southern Graduate Schools and conforms to their minimum standards as published in 1948.	
SCHOOL OF FORESTRY				
1935	Organized as a Department of Forestry in the College of Agriculture.			
1937	Created a School of Forestry under the jurisdiction of the College of Agriculture.		Accredited by the Society of American Foresters in 1943.	
SCHOOL OF JOURNALISM				
1926	School of Business Administration and Journalism organized as a unit of the College of Arts and Sciences.			
1933	Separated from College of Business Administration and returned to College of Arts and Sciences as a department.			
1949	Created School of Journalism as a unit of the College of Arts and Sciences.		Accredited by the American Council on Education for Journalism, July 1, 1950.	

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
COLLEGE OF LAW				
1909	Created by act of the legislature of 1909 as one of eight colleges of the re-designated University of Florida.		Accredited by the New York State Board of Regents in 1917. Admitted to membership in the Association of American Law Schools in 1920 and recognized as an "A" school by the American Bar Association in 1925.	
MILITARY DEPARTMENTS				
1870	When the Florida Legislature passed the act establishing the Florida Agricultural College in 1870, the State pledged itself to support and maintain "at least one College where the leading object shall be, without excluding other scientific and classical studies, and including military science . . . "		Army Corps Units under jurisdiction and inspection of Third Army Headquarters. Air Force Units under jurisdiction and inspection of 14th Air Force.	Infantry Unit organized in 1928. Field Artillery Unit organized 1929. Senior Division Air ROTC unit established October 22, 1946. Transportation Corps ROTC Unit established July 1, 1948. Department of Air Science and Tactics established July 1, 1949.
1949	Army ROTC Department and Air Force ROTC Department designated as "Military Departments."			
DIVISION OF MUSIC				
1912	Instruction was given in voice, sight singing, violin, and other stringed instruments, but no credit was given for music courses. The University Glee Club, Guitar, and Mandolin clubs and the Student Orchestra were also organized.			
1914	A military band was organized.			
1915	Piano lessons were added, but no credit was given.			
1916	A "Music Department" created under College of Arts and Sciences.			

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
1926	The Music Department became the "Division of Music."			
1932	Credit given for music courses for the first time.			
1948	A reorganization of the Division of Music was effected with greatly expanded facilities, faculty, and course offerings.		Because of rigid restrictions placed upon the Department by the Coordinating Committee of the State Universities with respect to maximum amount of credit a student may earn for musical instruction at the University of Florida, the Division of Music is unable to seek accreditation in the National Association of Schools of Music.	The Board of Control at a meeting November 4, 1948, approved recommendations of the University Senate that the Division of Music retain its identity for extracurricular purposes and that for curricular purposes certain members of its staff be designated as a line faculty of a Department of Music in the College of Arts and Sciences, provided that professional degrees in music may be offered by the Department under general supervision of the College.

COLLEGE OF PHARMACY

1923	Organized as a School of Pharmacy, a division of the College of Arts and Sciences.			
1925		The "School of Pharmacy" was changed to "College of Pharmacy."	Granted associate membership in the American Association of Colleges of Pharmacy, the national accrediting agency for Pharmacy, 1926.	
1928			Granted full membership in the American Association of Colleges of Pharmacy or fully accredited in 1928.	

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
1933		The "College" reverted to a "School of Pharmacy" and a division of the College of Arts and Sciences.		
1949		The status was restored to the rank of College.	In 1949, the new accrediting body, the American Council on Pharmaceutical Education, re-accredited the College under a new system of rating and placed it in Class-A.	
COLLEGE OF PHYSICAL EDUCATION, HEALTH AND ATHLETICS				
1945	On November 15, 1945, a special committee of the Faculty Committee on Athletics presented recommendations to the President concerning the "Structure and Functioning of a Division of Athletics, Health, and Physical Education." These recommendations were presented to and adopted by the Faculty Committee on Athletics, December 6, 1945, and presented and adopted by the Board of Control on December 14, 1945. The action of the Board set up a "School or Division of Physical Education, Health, and Athletics."			Courses in physical education were offered prior to 1946 in the College of Education. A separate unit, the Department of Athletics, had jurisdiction over all athletic activities. At the beginning of World War II a compulsory program of physical education was inaugurated. The basic general principles in the conception and development of the unit—Division of Athletics, Health, and Physical Education—was that the related areas of physical education, health education, health service, intramural athletics and recreation, and intercollegiate athletics be integrated under one administrative head.
1946		By action of the Board of Control in April 1946, the Division was created a "College of Physical Education, Health and Athletics."	No accrediting agency operating in the field.	
1950	Division of Intercollegiate Athletics created as a separate unit by action of the Board of Control January 1, 1950.		Member of the Southeastern (Athletic) Conference, and of the National Collegiate Athletic Association. The University of Florida is committed to abide by the rules of the Conference and the Association.	On January 1, 1950, the program of Intercollegiate Athletics was separated from the College, by action of the Board of Control.

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
THE UNIVERSITY COLLEGE				
1935	The General College		Accredited by the Southern Association of Colleges and Secondary Schools.	Prior to the academic year 1935-36, the curriculum of the various colleges was designed to meet the requirements of students who were to receive degrees of those colleges.
1945		The name of the lower division was changed from "The General College" to "The University College."		In the fall of 1935 the University launched a new plan of general education involving fundamental changes in the first two years of the curriculum. All pre-professional and specialized work was moved to the upper division. Some features were borrowed from the Chicago Plan, others from the Minnesota Plan, and some from European universities, but the Florida Plan was unique in many ways and the University of Florida was the first state university to undertake to require all students to pass through two years of general education or training. Subsequently numerous other institutions borrowed from the Florida Plan.

OTHER UNIVERSITY UNITS

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
ALUMNI ASSOCIATION				
1929	The Alumni Association of the University of Florida was officially chartered July 1, 1926.		No accreditation involved; member of The American Alumni Council.	
BOARD OF UNIVERSITY EXAMINERS				
1935	The Board of University Examiners was organized as a companion to the newly created General College. From 1935 to 1937 the Board was a part of the Registrar's office. Since 1937 it has been a separate administrative unit.			The Board was established to formulate policies governing all comprehensive examinations and administer these examinations . . . and to determine and administer the requirements for admission. The activities have been expanded to include administration of all comprehensive course progress tests, two Florida statewide twelfth grade testing programs, and testing of all applicants for clerical, stenographic and secretarial positions at the University.
INSTITUTE OF INTER-AMERICAN AFFAIRS				
1930	The Institute of Inter-American Affairs was founded in 1930.			
1950				The Graduate School of Inter-American Studies was added to the work of the Institute.
UNIVERSITY LIBRARIES				
1901	The University of Florida Library had its beginning at Lake City as a part of the Florida Agricultural College. The records disclose that in 1901-02 the Library contained 6,000 volumes.			In 1913-14 the Library was located in Peabody Hall. The first unit of a general university Library was completed in 1926; a second unit was added in 1933, and a third unit consisting of two wings was completed in 1950. Several branch libraries have been added through the years, and as of July 1, 1950, the holdings of the University libraries totalled 407,436 volumes.

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
THE UNIVERSITY MUSEUM				
1917	The University Museum was established by act of the Legislature and approved by the Governor May 30, 1917.			
THE UNIVERSITY OF FLORIDA PRESS				
1945	The University of Florida Press was formally established January 4, 1945, and began operations on a limited basis on April 1, 1945.		The University of Florida Press was admitted to membership in the Association of American University Presses on May 8, 1950.	
1950	-----			On January 26, 1950, the Senate of the University unanimously approved a constitutional amendment which designated the University Press as a major division of the University. This action was ratified by the Board of Control on February 16, 1950.
RADIO STATION WRUF				
1926	Radio Station WRUF was created by an act of the Florida Legislature of 1925. The proposed call letters were WFLA from the slogan Watch Florida Lead All . The amount appropriated by the act for the Station was insufficient to carry out the purposes of the act, and a second bill was introduced in the 1927 session of the Legislature appropriating additional funds and setting forth instructions in regard to the purpose and operations of the Station.			
1928				Station completed and went on the air for first time in October of that year. The Station has grown from a part-time sunset station to full-time independently operated station. Since 1937, when the state appropriation was vetoed by the governor, the Station has been self sustaining.

Date	Unit Established	Change in Nomenclature	Accreditation	Other Pertinent Facts
1930	Made a separate department of the University, operating directly under the President.			
1948	WRUF-FM installed. The two stations operating separately from 8 a.m. to 8:00 p.m.			Station WRUF is now operating 18 hours a day full power of 5,000 watts in the wave length of 850 kilocycles with directional antenna after sunset from Denver.

MISCELLANEOUS

To complete the list of University activities, mention should also be made of the following:

The Administrative Divisions

- The Office of the President
- The Office of the Business Manager
- The Office of the Dean of the University
- The Office of the Division of Public Relations
- The Office of the Registrar
- The Office of Student Personnel

Research Divisions or Units

- The Bureau of Architectural and Community Research
- The Atomic Energy Research Laboratory
- The Bureau of Business and Economic Research
- The Cancer Research Laboratory
- The Conservation Reserve (Welaka, Florida)
- The Medicinal Experimental Gardens
- The Naval Stores Research Laboratory (Chemistry)
- The Public Administration Clearing Service

Service Divisions

- The Division of Clinical Services (Student Personnel)
- The Division of Field Services (Education)
- The Division of Housing Services (Student Personnel)
- The Collector of Florida Manuscripts (University Libraries)
- The Division of Pest Control (Business Office)
- The Division of Plants and Grounds (Business Office)
- The Bureau of Professional Relations (College of Pharmacy)
- The Student Health Service (College of Physical Education, Health & Athletics)
- The Bookstore and Duplicating Departments (Business Office)
- The University Cafeterias (Business Office)
- The University Laundry (Business Office)
- The Personnel Board (jointly under Dean of the University (Professional) and Business Office (Non-academic), responsible to the President)

Chapter V

IS THE UNIVERSITY OF FLORIDA TO GO FORWARD?

(The Leaders and the People Must Decide)

The history and growth of the University of Florida are as dramatic as the history and growth of the State whose honored name it bears. Paradoxically, both are old and yet both are young. Historically, Florida played a prominent part in the development of the new world, yet she is one of the younger states of the American Union, and one of the very last to be developed. She is often referred to as the last of the frontier states. According to interested prognosticators, she has not yet begun to witness her fullest development, but stands only on the first steps of opportunity's ladder. The University, likewise, will soon celebrate its centennial, but in reality it is only about forty-five years of age—and a very young institution as the age of universities is reckoned. Its greatest possibilities and development lie ahead.

We have seen in the foregoing sections that if Florida is to be the first choice of the nation, she must be first the choice of her own people. We have seen that the University of Florida has contributed more substantially to the progress, prosperity, and growth of the State than any other agency. If we consider the University's contribution to the extraordinary economic advancement of the State alone and, in turn, the State's very limited support of the University's activities, we are prone to inquire whether the people of the State, and particularly those whose personal fortunes were so bountifully helped by the research and genius emanating from the University, can really pride themselves in the support which they have accorded their State University.

If an ordinary Rip Van Winkle from Florida who lay down for a little siesta about 1905 could awaken in 1950, unquestionably he would stand in utter amazement before the magnitude of the University of Florida as it stands today. If a more thoughtful Rip Van Winkle from Florida could awaken, he might upon reflection appear saddened at the sight of lost opportunities. How much has the State lost by the years of drain by other institutions upon its men of science? How much has it lost in its fine youths who left for educational opportunities elsewhere never to return?

But we are now leaving the past behind and turning our eyes to the future. Shall the University continue to go forward? How can it, if it does not go forward carry with it the agricultural, industrial, cultural, and economic life of the State to new reaches of accomplishment? The *Leaders* and the *People* must decide.

As we turn the leaves of the calendar to a new half-century, we are confronted at the outset with an international situation of such foreboding proportions that any predictions or aspirations bearing on the future must take this fact into consideration. War clouds hang like a gloom over the entire earth, and unless some extraordinary settlement of tensions is evolved, another year will witness the nations of the earth once again embroiled in a titanic world war. Notwithstanding, I shall attempt to project the University of Florida into the next half-century by assuming optimistically, in the first place, that somehow a universal war may be averted. Needless to say, if our nation should become

engaged in war, the young men of the University of Florida will once more take up arms in the defense of the nation, and those of us who are responsible for its administration will devote the talents of its staff and its great technical resources fully to the assistance of the nation.

A Student Enrollment of 15,000 by 1960

Before discussing the University, it might be well to take a look at its human equation. A question is often asked concerning the possible enrollment of the University of Florida in the years that lie ahead. We have been vindicated in our prediction that as fast as the veterans graduated (just so fast would) civilian students would come to take their places. That prediction has come true (almost) 100 per cent. We have also predicted that by 1960 there would be at least 15,000 students at the University of Florida. Suppose we test these predictions over against the national trends as portrayed by C. E. Partch, Dean of Rutgers University in 1950. The four charts that follow need no explanation.

NUMBER OF STUDENTS IN ALL INSTITUTIONS OF HIGHER EDUCATION PER 10,000 POPULATION BY STATES FOR THE YEAR 1939-1940

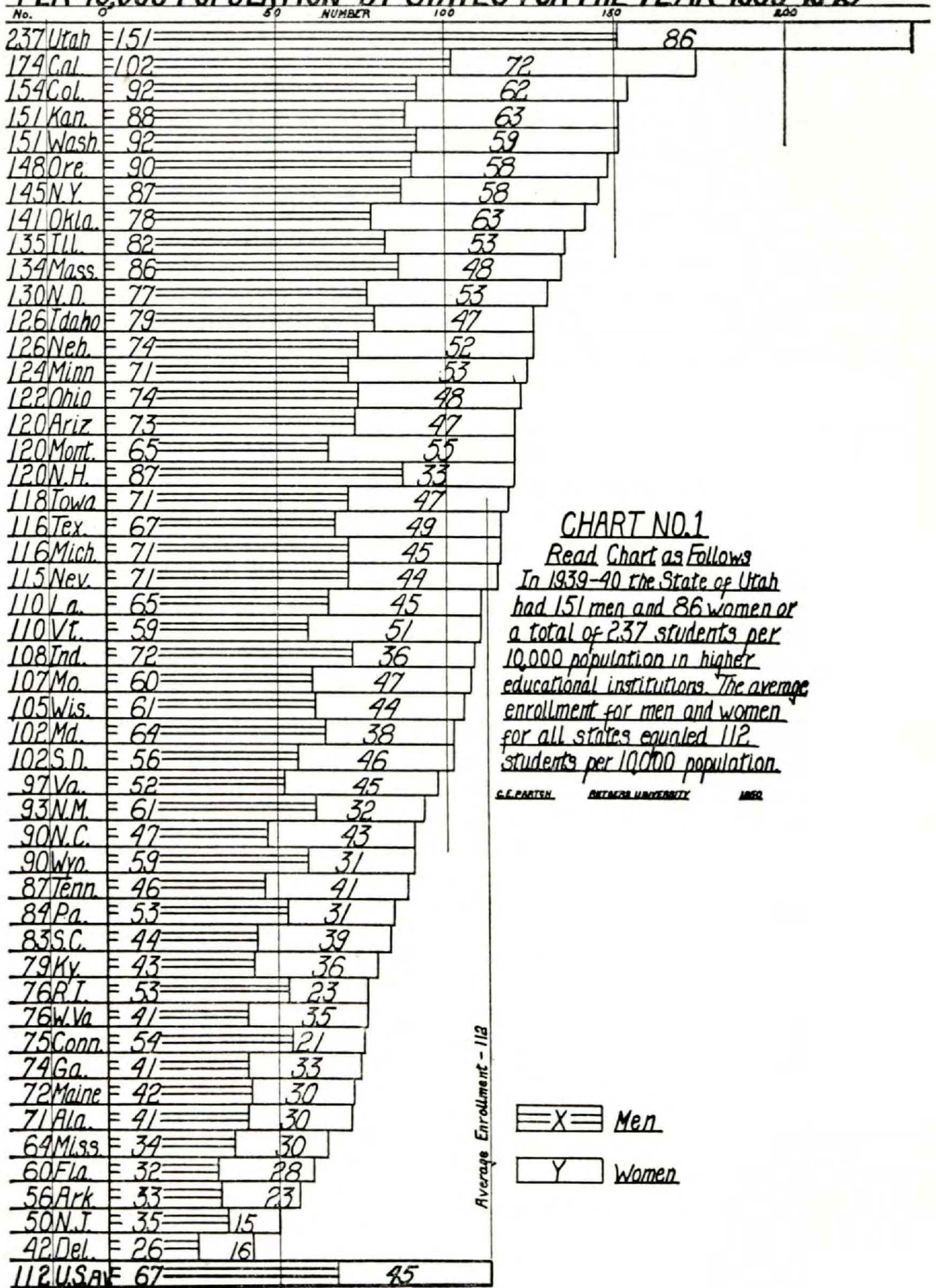


CHART NO. 1

Read Chart as Follows

In 1939-40 the State of Utah had 151 men and 86 women or a total of 237 students per 10,000 population in higher educational institutions. The average enrollment for men and women for all states equaled 112 students per 10,000 population.

G.E. PARTEN BRIDGES UNIVERSITY 1962

Average Enrollment - 112

==X== Men

Y Women

PERCENT OF INCREASE IN ENROLLMENT OF STUDENTS IN HIGHER EDUCATION BY STATES FROM 1939 TO 1949

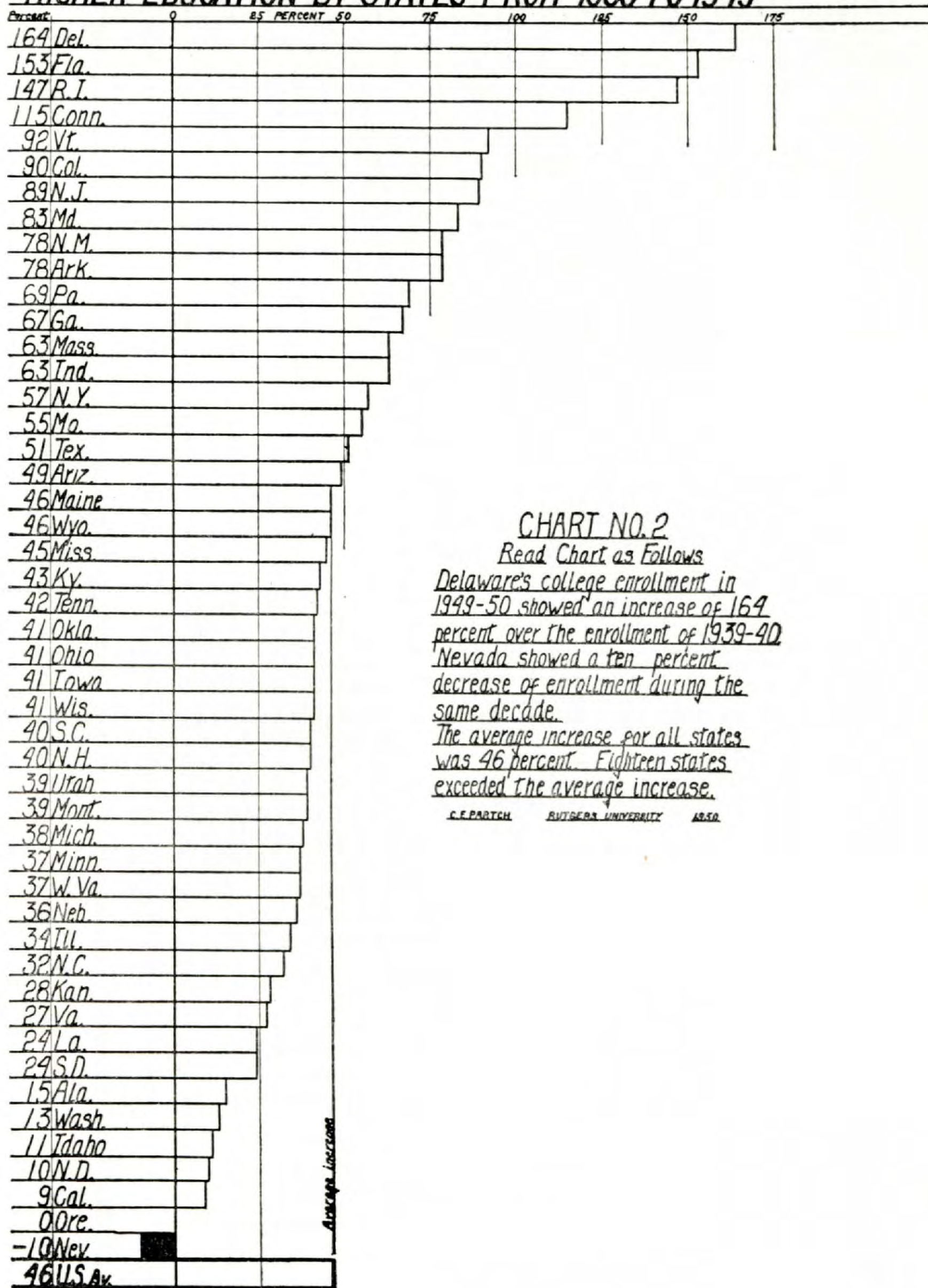


CHART NO. 2

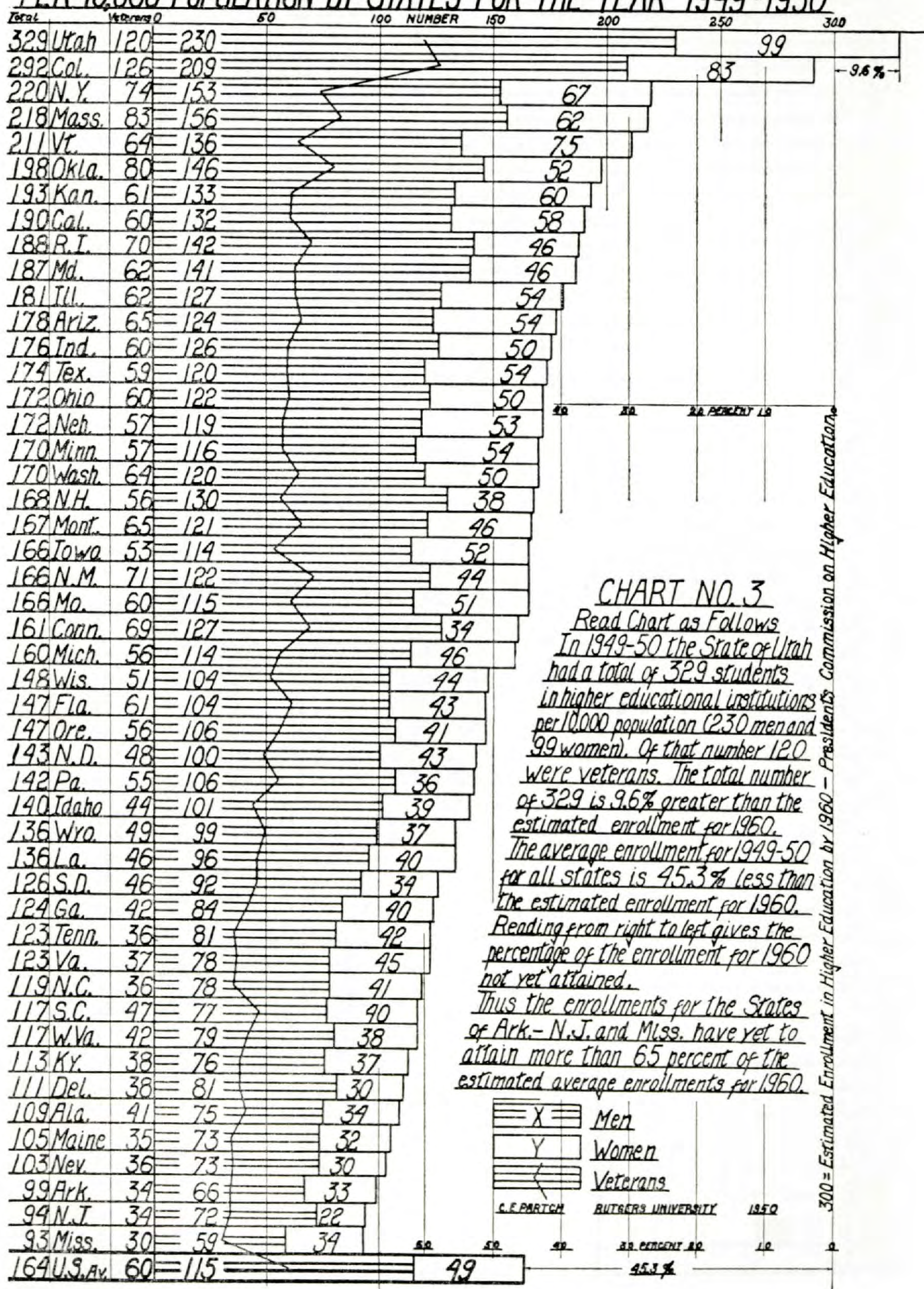
Read Chart as Follows

Delaware's college enrollment in 1949-50 showed an increase of 164 percent over the enrollment of 1939-40. Nevada showed a ten percent decrease of enrollment during the same decade.

The average increase for all states was 46 percent. Eighteen states exceeded the average increase.

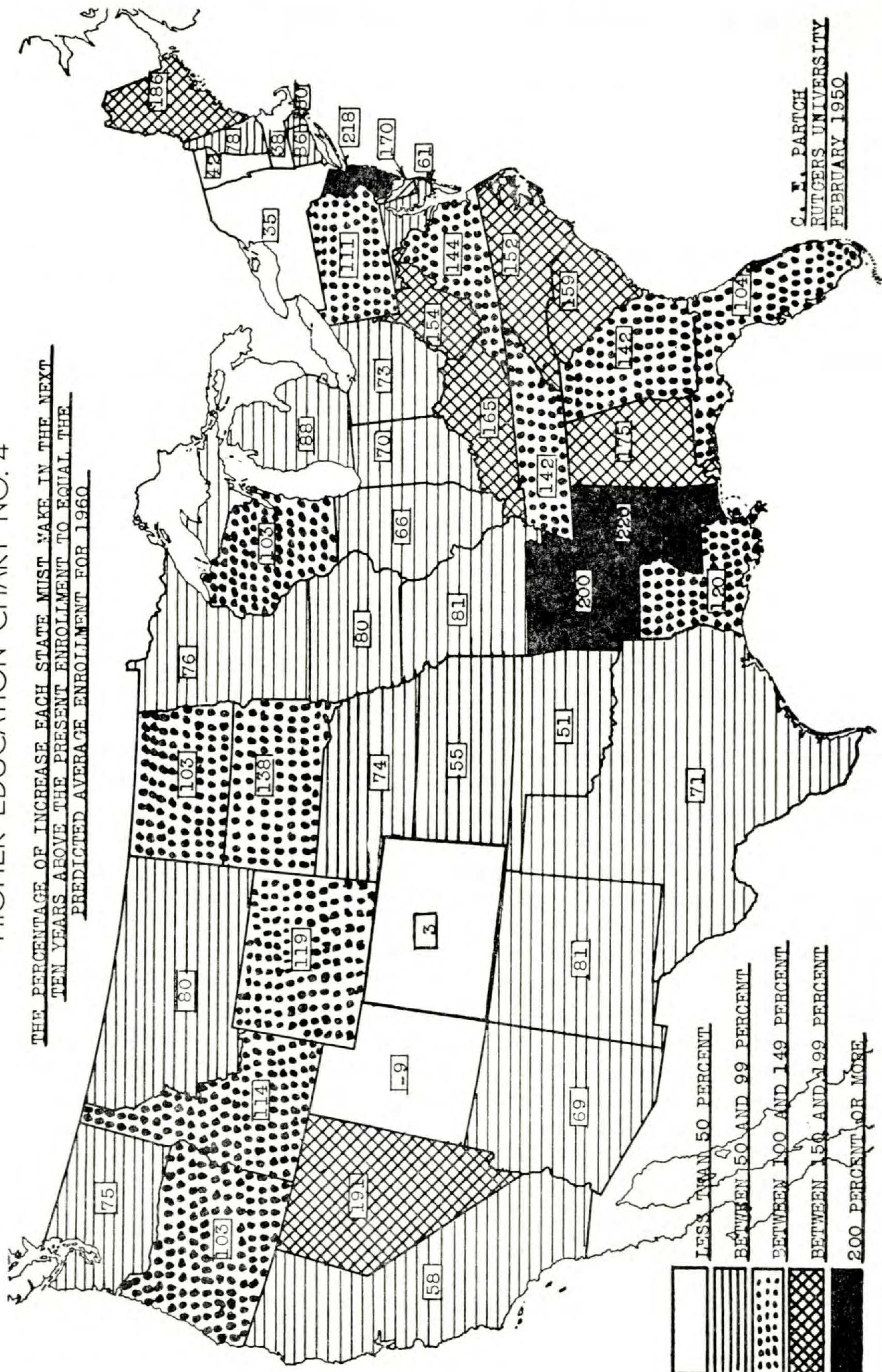
C. F. PARTCH RUTGERS UNIVERSITY 1950

NUMBER OF STUDENTS IN ALL INSTITUTIONS OF HIGHER EDUCATION PER 10,000 POPULATION BY STATES FOR THE YEAR 1949-1950



HIGHER EDUCATION CHART NO. 4

THE PERCENTAGE OF INCREASE EACH STATE MUST MAKE IN THE NEXT
TEN YEARS ABOVE THE PRESENT ENROLLMENT TO EQUAL THE
PREDICTED AVERAGE ENROLLMENT FOR 1960



C. E. PARTCH
RUTGERS UNIVERSITY
FEBRUARY 1950

Plant and Buildings to Meet Standards Required by the United States Office of Education

Even if the increase of 60 per cent over the present 10,000 enrollment at the University of Florida does not materialize by 1960 as predicted, the University needs to expand its facilities by approximately 100 per cent to take care of its present enrollment at the level already attained by its sister universities and land-grant colleges. The Six-Year expansion program which has been evolved over a period of months of conscientious study, and previously announced, will just about accomplish this result. The reader's attention is respectfully called to the following detailed statement and listing of imperative building needs:

As we have hitherto pointed out, in all the buildings that we have for educational purposes at the University of Florida we have only 86 square feet per student. A study of our sister institutions in the Land-Grant College Association indicates that they have an average of 149 square feet per student. Even those colleges are crowded because of the rapid increase of college enrollments over the country. After appropriate study the U. S. Office of Education has recommended that colleges should have 170 square feet of educational space per student. We have, then, about 50 per cent of the floor space we need at the University of Florida to do an adequate job for 10,000 students. In other words, we have buildings with classrooms, laboratories, libraries, and offices which would be appropriate for an enrollment of about 5,000 students. We need to double our existing floor space in educational buildings now in order to accommodate our present enrollment. If we are to prepare for the future growth which will start in 1956, we must plan for even more than doubling our present floor space prior to 1956.

Since last year we have completed several buildings on the campus. We have been unable to start any new buildings. Therefore, valuable time has been lost to us in getting buildings underway which are important for both our immediate and long-range needs. Attached to this section is a listing of the long-range needs of the University, adjusted to take into account the buildings which have been completed recently and giving the estimated cost of each.

A Great Graduate School

In November, 1921, President Albert Alexander Murphree received a letter from David A. Robertson of the Committee on Classification of Universities and Colleges, of the Association of American Universities, which brought great rejoicing to the faculty and friends of the University of Florida. Dr. Murphree's report to the Board of Control in 1922 (page 65) conveys something of the significance of the communication:

The University has attained world wide recognition by virtue of the fact that it has been approved by the Association of American Universities. To be among the accredited universities of that Association means in effect that University of Florida graduates are on a par with graduates of the largest and most celebrated universities of America, and that University of Florida diplomas are accepted for admission to the graduate and professional schools of the leading universities of the world. This last recognition came during the past year, and is shown in the following letter from the Secretary, Dean Robertson, of the University of Chicago:

Chicago, Illinois, November 21, 1921

President A. A. Murphree,
University of Florida,
Gainesville, Florida.

My dear President Murphree:

It gives me pleasure to inform you that at the Twenty-third Conference of the Association of American Universities held in Columbia, Missouri, November 5th, the University of Florida, recommended by the Committee on Classification of Universities and Colleges, was placed on the approved list by vote of the Conference.

Very truly yours,

(signed) David A. Robertson

Rarely, if ever, has such progress and recognition been attained by an educational institution within the same length of time.

The granting of chapters of Phi Beta Kappa and the Society of Sigma Xi in the years 1937 and 1938, respectively, brought further recognition to the University and indicated its high academic standing among American universities. Only three other Southern universities shared honors with it in having chapters of these two great honor societies on campus as late as 1945.

Today we are offering the Ph.D. degree in nineteen areas, the Doctor of Education degree in Education, and the master's degree in fifty-two areas. These figures include all branches of Pharmacy as only one item on both the Ph.D. and Master's level, although work is offered in Pharmacy, Pharmacognosy, Pharmacology, and Pharmaceutical Chemistry.

As the University reached one of its great milestones in 1922 when its academic work warranted recognition by the Association of American Universities, so also will it reach yet another greater milestone when it joins company with those institutions which, primarily because of their great graduate programs, constitute the fellowship of that august association.

We have no hesitancy in admitting that we covet for the University an invitation into the membership of The Association of American Universities at the earliest possible time. To this end, we foresee the necessity of developing a graduate faculty comparable to those of the graduate schools of the thirty-four great universities which now enjoy fellowship in the Association, only four of which are to be found in our Southland—Duke University, the University of North Carolina, the University of Texas, and the University of Virginia.

A Great Faculty and Great Research Staff

What are the qualifications of a great faculty? A great faculty is a cross section of human experience and endeavor. Each teacher with an experience and insight commensurate with his age must possess deep knowledge and specialized skills. Some are creative scholars who write important books or invent new processes; some are directors of research who lead students into paths of professional endeavor; some are highly skilled in technical applications of knowledge; all must have capacity to impart their knowledge and skills to students. Each new appointee is chosen to fulfill a specialized task necessary to the proper functioning of the University. The faculty, in effect, is the mainspring of a great University.

Man's worth is in his mind and soul. The university professor has spent long expensive years in formal training of his mind. He has knowledge and skills which no others can match.

The requirements for staffing a university are essentially the same as those for staffing an industrial plant or an automobile repair shop. The management, seeking to employ a staff of high quality, is required to enter a competitive labor market with offers of employment that are at least as attractive as those of other competing establishments. Economic considerations usually are dominant. Conditions of work are important.

We have seen, according to the statistics offered in Chapter II, that our competitive position with respect to securing a good faculty has been weak, primarily because of budgetary limitation. The differences in salary ranges at the University of Florida, as compared to other similar institutions in the nation, mean that the University of Florida cannot employ the best of the young men who are available; that the University of Florida cannot keep the best of the mature teachers and scholars whom it has developed; that other posts beckon—at universities with higher salaries, in profitable industries, in research institutes, in financial and commercial offices, in the Federal government; and that in all levels of positions, the best men tend to go to the institutions where the financial rewards are highest.

Florida must better support her higher education to keep it abreast of her amazing economic progress in the past twenty years. The earlier statements about salaries and their comparisons indicate the need for salary increases in the 1951-53 biennium as follows:

A year ago salaries of the staff members at the associate professor level needed to be increased by 4.6 per cent to bring them in line with those at the twenty-two comparable universities, and by 7 per cent to bring them in line with those in the three states in which the per capita incomes are the same as those in Florida.

A year ago salaries of the staff members at the professor level needed to be increased by 12 per cent to bring them in line with those at the twenty-two universities and by 24 per cent to bring them in line with those at the three universities. In the meantime all universities over the country have improved their salary schedules. At the very least, University of Florida salaries should be brought into line with those now in effect at the twenty-two competitive universities.

In order to adjust salaries of deans and directors so that they will be comparable with those of the twenty-two universities and the three universities, an increase of 35 per cent and 47 per cent, respectively, was needed a year ago.

Because of their outstanding contributions, a few professors should have their salaries raised to the ceiling of the salary schedule which has been adopted by the University. Furthermore, it is important that the staff should realize that the University of Florida is in a position to meet the competition of other universities for topnotch men. If this competition is met, outstanding young scholars will not be lost to other universities and industries.

Not only must the range of salaries be increased during the biennium and in successive years to keep pace with those of other great state universities, but consideration must be given all along the line to provisions for a more satisfactory retirement plan, for opportunities for professional growth, for sabbatical

leaves, and other considerations essential to the welfare and happiness of a great faculty.

Participation in a Regional Program of Education

In 1948 the State of Florida entered into a pact with other Southern States for the purpose of extending mutual assistance in the Regional Education program. Such cooperation was ratified by the Florida legislature, and appropriations were provided for the education of a limited number of Florida students in certain fields of professional study which were not offered in Florida. As the University moves forward in securing its educational buildings, laboratories, offices, and an adequate teaching and research staff, it will be in a strategic position to play an increasingly important role in the program of regional education. We foresee the day when many states will send students to the University of Florida, under this cooperative plan, for specialized training in our professional schools.

The Institute of Inter-American Affairs and the Graduate School of Inter-American Studies

In its colonial heritage, Florida is a part of Latin America. Upon its soil were established the first settlements made by Spain within the borders of the present United States of America. The most renowned names of Florida colonial history are Spanish: names like Ponce de Leon, Panfilo de Narvaez, Hernando De Soto, and Menendez de Aviles. Much of Florida's colonial heritage centers around these and other Spanish names. Although few monuments remain as evidences of their work, the Spanish background of Florida's history is very real.

With its traditional Spanish background, and because of its strategic geographical location with respect to the islands of the Caribbean and the countries of Central and South America, Florida appeared destined to play an important role in that phase of international relations known as inter-American affairs. Consequently, there was established at the University of Florida in 1930 an Institute of Inter-American Affairs to translate into more effective action the growing concern felt on the campus for a closer relationship between the American nations. The University's Inter-American program includes: (1) fellowships and scholarships; (2) coordination of undergraduate area studies programs in arts and sciences and business administration; (3) a Graduate School of Inter-American Studies; (4) a research program including the humanities, social sciences, agriculture, and other professional studies; and (5) an active publication program sponsored by the University of Florida Press. The Institute has helped the people of the United States and the people of Latin America to know one another better by interchange of students and teachers, and by dissemination of cultural information.

On December 7-9, 1950, was held on the campus of the University of Florida a conference known as "The Caribbean at Mid-Century." More than ninety outstanding scholars in various phases of Inter-American relationships participated in this conference, including: Harry Guggenheim, former Ambassador to Cuba; E. G. Miller, Assistant Secretary of State for Latin American Affairs; and J. G. Harrar, Field Director for Agriculture of the Rockefeller Foundation. Scholars from the great universities of this country and Central and South America participated in round table discussions covering the fields of agricul-

ture, language and literature, sociology and anthropology, economics and geography, and political science and history.

Institutional hobbies are as important and wholesome as are personal hobbies for a well-rounded development. It is our feeling that the Institute of Inter-American Affairs falls naturally into the role of our institutional hobby. As we increase in prestige within our native land, our fame will ultimately spread also beyond the seas. Already more than two hundred graduates of the University who have been trained under the auspices of the Inter-American Program have returned to the capitols of the countries to the South.

Opportunities for graduate students to specialize in the Latin American phases of their chosen discipline have existed for some time, but with the recent organization of the Graduate School of Inter-American Studies these are being greatly expanded. Because of climatic and other similarities, students from Latin America find at the University of Florida courses in agriculture, animal industry, soil science, and other technical fields, which are closely related to the problems encountered in their own countries.

The Inter-American program of the University of Florida is a continually developing one, and the future program will provide new national and international leadership in teaching and research. In 1950 we concentrated our activities on increasing the Library's holdings of Latin American materials and, particularly, those relating to the Caribbean area. Facilities for publishing the results of scientific and scholarly studies are being improved.

We envision for the immediate future the construction of an Inter-American House which will serve as headquarters for the Institute of Inter-American Affairs. Already architects have drawn preliminary plans for such a house, and a location for it has been selected in one of the most beautiful sections of the campus. Of great beauty and dignity, its architectural style will at once identify it with Latin America so that students and visitors from the other Latin American Republics will see at once that it offers a familiar and friendly atmosphere, and Americans will be conscious of the deep interest of the University in Latin America. One of the important functions of the Inter-American House will be to serve as a meeting place for annual institutes and conferences, where leading scholars will be brought together from all of the Americas. It is our earnest hope that these annual institutes and conferences will within a very brief period of time lend as much prestige to the University and to the State of Florida as the now famous annual Institutes of Government which have been conducted so successfully for a number of years on the campus at the University of Virginia in Charlottesville. These meetings will not only serve to advance mutual understanding among such individuals, but will also attract many people from Florida and other states who are interested in Latin American affairs.

A Memorial Center

A great University has more than classrooms, libraries, laboratories, faculty, and students. It has a spirit, it has traditions, it has cultural heritage—all of which raise it above the level of material things. One of our great dreams for the University of Florida is to develop a fitting symbol of its spirit by expanding and remodeling the present University Auditorium into a Memorial Center located at the heart of the campus. Within these walls will pass students seeking truth, faculty gaining inspiration, parents of students pausing in silent

memory, alumni renewing bonds of fellowship, and friends of the University visualizing the unlimited moral and spiritual potentialities of our State.

A striking feature of the Memorial Center will be a Memorial Tower with a carillon. The hours of the day will be struck on the bells, and at eventide vesper concerts of hymns and other appropriate music will be played. On stated occasions special concerts will be played by local or visiting musicians.

Under the carillon will be galleries devoted to depicting Florida cities, industries, natural resources, and scenic wonders . . . galleries exhibiting beautiful exhibitions of art which at present are without adequate facilities on the University campus . . . galleries for future gifts of art or for traveling art exhibits . . . galleries dedicated to the memory of alumni who lost their lives in our nation's wars.

Gifts and Grants from Private Sources

The foregoing are but a few of the great projects which we have conceived for the University in the years immediately before us. We have shown in preceding sections that gifts and grants are beginning to come to the University in increasing amounts. As the University grows in stature and is better known, it should receive ever larger support from private philanthropies and private sources. A great and going concern like the University of Florida will inevitably attract millions of dollars to it. We are especially hopeful that many of our alumni who are now meeting with signal financial success will feel impelled to create endowments for the University. Such projects as scholarship funds for the Inter-American Institute, building funds for the Inter-American House and the Memorial Center Building are but a few of the needs for which private gifts and grants are very much desired.

A great need for the University campus, as for all campuses, is a beautiful chapel to which students and faculty might go for meditation and prayer. It is a satisfaction to record that such a chapel has been promised to the University in the not too distant future as a memorial to a distinguished Floridian.

Immediate and Future Budgetary Needs

We must now bring the mid-century review to a conclusion. In doing so, it is lamentable that the accent again must be upon finances. However, upon adequate finances rests the future of the University of Florida. The biennial request for 1951-53 for all the University's activities is \$35,097,618. (For a list of these activities, see Chapter IV.) This represents an overall increase of \$2,546,700 or 7.82 per cent over the *requests of the present biennium*. The appropriation requested for the next biennium is \$25,215,368 compared to \$20,784,587 requested for the present biennium, an increase of \$4,430,781, or *21.32 per cent in requested State appropriations*. The Legislature appropriated \$18,636,352 for the current biennium. The request for the new biennium is an increase of \$6,579,016 or *35.30 per cent in actual State appropriations*. The tables shown below illustrate these comparisons.

TABLE I				
COMPARISON OF ACTUAL STATE APPROPRIATIONS 1949-51				
	1949-51	1951-53	Increase	% Increase
Salaries	\$21,159,908	\$23,368,942	\$2,209,034	10.44
Expense	11,391,010	11,728,676	337,666	2.96
Total	\$32,550,918	\$35,097,618	\$2,546,700	7.82

TABLE II
COMPARISON OF ACTUAL STATE APPROPRIATIONS 1949-51
WITH REQUESTS 1951-53

	1949-51	1951-53	% Increase
Salaries & Expense	\$18,636,352	\$22,951,068	23.15
Loss of Income	-----	2,264,300	12.15
Total	\$18,636,352	\$25,215,368	35.30

A basic budget problem in the next biennium is brought about by the loss of income from the Veterans Administration. Because of the loss of entitlement by veterans under the GI Bill and because many veterans will be completing their courses, it is anticipated that during the next biennium, veteran enrollment under the GI Bill will drop to an insignificant part of the total enrollment. The Veterans Administration pays above the civilian fees, \$350 per veteran under the GI Bill during the regular session and \$64.20 during the summer session. The budget for the current biennium was based on an estimated total enrollment of 10,000 during each regular session and of 5,000 during each summer session. These enrollments have proved to be conservative. Veteran enrollments under the GI Bill which are included in the totals above were estimated to average 2,750 during the two regular sessions and to average 3,200 during the summers.

Since the increase in non-veteran enrollment is keeping pace with the decrease in veteran enrollment under the GI Bill, the budget for the next biennium is based on an estimated total enrollment of 10,000 during each regular session and a total enrollment of 4,000 during each summer session. Veteran enrollment under the GI Bill is estimated to average 500 during the two regular sessions and to average 150 during the two summer sessions. The following table shows the effect of this drop in veteran enrollment under the GI Bill, on income:

VETERAN ENROLLMENT UNDER THE GI BILL			
Biennium	Regular Sessions	Summer Sessions	Additional Income from Veterans Administration
1949-51	5700	3200	\$2,237,560
1951-53	1000	300	369,260
Loss of Income from Veterans Administration			\$1,868,300

Thus, in order to make up for the loss of income from the Veterans Administration, it will be necessary for the Legislature to appropriate \$1,868,300 or 10.03 per cent more than was appropriated in the last biennium.

To help underwrite partially self-liquidating dormitory construction, \$18.00 per regular term student and \$4.50 per summer term student is pledged from the student activity fee during the next biennium. This amounts to \$396,000 for the period.

Because of the loss of income from veteran students and the transfer of income to the dormitory construction fund, it becomes necessary for the Legislature to appropriate an additional \$2,264,300 to maintain the current income level. This alone requires an increase of 12.15 per cent over the appropriations for the current biennium.

No one can predict at this time what proportions the war in Korea will take. The nation is mobilizing its manpower and its production facilities to meet any emergency. This mobilization cannot be done without leaders and experts

trained in all of the technical fields of military science, engineering, physics, chemistry, pharmacy, government, economics, agriculture, biology, etc. Basic, professional and advanced training are given in these and many other fields at the University of Florida. The nation will need our teaching and research facilities to train the experts required in this emergency. If civilian students are not assigned to the University of Florida then the armed services will undoubtedly want to make use of our staff of expert teachers and research workers and of our physical plant to house, feed and train the personnel they must have to do the job assigned to them.

One of the phenomena of World War II was the increase in college attendance of women students. Men were in military service. Women were in greater demand for professional and technical services needed in the national emergency. During the war years the total enrollment of women in the colleges of the country increased by about 50 per cent. The University of Florida is just now in its fourth year of coeducation. Our enrollment of women students to date has been limited by our limited housing facilities for women. However, if some of the men's dormitories are not filled they can be converted readily to women's dormitories.

The conclusions are obvious. The role of the University of Florida in war or peace will be a significant one. We have facilities and we have staff for specialized purposes that cannot be erected or assembled overnight. In case the international crisis subsides we must be ready to carry on with our peacetime activities for 10,000 students now and 15,000 students by 1960. In case of continued war we must be ready to serve both civilian and military students, to carry on fundamental and applied research related to military needs and to civilian defense. We must be ready to carry out any assignment that may come to us, be it research or educating civilians or military personnel, men or women.

Proposed Medical School

The 1949 Legislature passed an act establishing a medical school in Gainesville as a unit of the University of Florida. Since that time an extensive study has been made of the requirements for a first class medical school for the State of Florida. Consultants have been brought in from various places to advise us on this work. We want to mention particularly the names of Dr. Vernon Lippard, Dean of the Medical School at the University of Virginia, and Dr. Basil MacLean, of Strong Memorial Hospital of the University of Rochester Medical School. The preliminary schematic plans for the medical school have been drawn and approved by all consultants. This work has proceeded under a loan of \$10,000 to the State Improvement Commission from the Federal Government. The Improvement Commission is now ready to request a loan from the Federal government to pay for the production of working drawings for the medical school building and its affiliated hospital and other facilities. The total cost of the medical school buildings, including classrooms, laboratories, hospital facilities, offices, dormitories for medical students, and for nurses have been determined to be approximately \$15,750,000. It has been recommended that the group of medical buildings be built in sequences and that the first units should be expected to cost about \$8,250,000. The annual operating expenses of the medical school will be about \$900,000. A more detailed analysis of the requirements for the medical school are being published in a separate document. However, in view of the serious need for educational buildings at the University

of Florida which has been outlined in previous chapters, the University of Florida is loath to request money for a medical school until at least a part of these other additional needs have been met. The following is a listing of both the long term needs and the needs for the 1951-53 biennium for the University of Florida as prepared for the State Improvement Commission.

Capital Improvements needed at the University of Florida

1. A group of Agricultural buildings to house adequately all aspects of the College of Agriculture, the School of Forestry, the main station of the Agricultural Experiment Station, and the Agricultural Extension Service \$4,700,000
2. A building for the College of Business Administration \$1,000,000
3. Addition to and rehabilitation of the Horticulture Building to be made available to the Departments of Physics and Mathematics and Psychology. \$1,000,000
4. A building for the College of Education and a smaller specialized building for Industrial Arts Education \$1,200,000
5. A wing added to Science Hall to provide laboratories and classrooms for the Biology Department \$ 325,000
6. Additional units of the Engineering group \$3,200,000
7. A group of buildings for Architecture, Art, Music, Speech, and Dramatics \$2,750,000
8. A women's gymnasium \$1,000,000
9. Funds for the extension of campus utilities and the development of the campus \$ 500,000
10. Funds for the rehabilitation of Benton Hall, Peabody Hall, and Floyd Hall \$1,350,000
11. The University has ten thousand students, but can offer accommodations in permanent dormitories to about 2,300. The eventual goal should be dormitories for 60 per cent of the student body. In order to build some of these dormitories, the University requests the State to provide \$8,000,000 as its share in a partially self-liquidating project to provide dormitories for 4,000 additional students. \$8,000,000
12. The University has need for appropriate headquarters for the General Extension Division. It should provide offices, classrooms, seminar rooms, a small auditorium, a library, and dormitory facilities for adults attending short courses and extension courses held on the campus. \$1,300,000

The first twelve categories represent an expenditure of \$26,325,000. We have referred to this as the Six-Year Program of the University. This building program would merely bring the University up to the average of our sister institutions so far as educational and housing space is concerned. It is a basic program with no extravagances whatsoever.

13. Medical School buildings \$15,750,000

This is based on the study made by the University with the assistance of the State Improvement Commission and in consultation with Dr. Vernon W. Lippard and Dr. Basil C. MacLean. A separate report is being made on the needs of the Medical School.

If the cost of the Medical School is added to the needs listed above, the total building needs of the University will represent a total expenditure of \$41,750,000.

Requests for 1951-53 Biennium

We have 10,000 students on our hands *now*. The foregoing list cannot be considered as needs for the future; they are immediate needs. We realize that consideration of availability of labor, materials, and funds may mean that only some of these needs can be met in the next two years. Therefore, we are listing below our highest priority of needs selected from the above list. These should be met in the next biennium if we are to meet the needs of the students who are now enrolled in the University:

1. First group of Agriculture buildings (Units A & B), including classrooms, laboratories, offices, herbarium, library, furnishings, and equipment \$1,500,000

For many years the instructional program of the College of Agriculture has been seriously hampered for lack of adequate laboratory, classroom, and office space. The inadequacy of laboratory facilities has been particularly great. Several courses which should include extensive laboratory work are given by the lecture or demonstration method. In the graduate program it has been impossible to meet modern day requirements for adequate training. The facilities for instruction in agriculture, except for horticulture, dairying, and poultry are essentially the same as when the present building was occupied in 1912. The undergraduate enrollment in agriculture is now three times the total University enrollment in 1912. In the past twenty years practically the entire growth of graduate student enrollment has taken place. Over two hundred graduate students were majoring in the College during the last semester of 1949-50.

Units A and B will provide classroom, laboratory, and office facilities for the Departments of Agronomy, Horticulture, Botany, Soils, Entomology, Agricultural Economics, and Animal Husbandry, as well as offices for the Dean and Provost. In addition to the instructional staff, provision is also made for extension and research workers in Agricultural Economics, Animal Husbandry, and the Plant Pathology group in Botany. At the present time staff members of the departments to occupy these units are widely separated and are located in six different buildings while most of their instructional work is in the old agricultural building or Floyd Hall. Construction of these units will permit staff members to be brought together under one roof where their program of instruction and research can be carried on more efficiently.

Construction will also free Floyd Hall for use by the College of Arts and Sciences which also is badly in need of additional facilities.

Because of the great need for these units the Florida State Improvement Commission, with the approval of the Board of Control and the Cabinet, requested and received a loan of \$50,000 from the General Services Administration of the Federal Government for developing architectural plans. These plans are now being developed. The loan must be repaid when the funds are appropriated for the buildings.

2. Business Administration Building \$1,000,000

The College of Business Administration is now divided among several buildings on the campus. Most of the offices and practically all the classrooms which the College uses are in temporary buildings. Only the Dean's office and the Department of Real Estate Office are in Anderson Hall, which is a permanent building. If the College is to perform efficiently, it must have adequate quarters. In addition to office space for the faculty, the building should have 32 classrooms, a statistical laboratory, facilities for the Bureau of Economic and Business Research, a reading room and departmental library, and a business equipment and machine room. This will require nearly 50,000 square feet of space. At the request of the Board of Control, and with the approval of the Cabinet-Budget Commission, the State Improvement Commission has requested a loan of \$40,000 from the General Services Administration of the Federal Government for the preparation of architectural plans for this building.

3. Building for Physics, Mathematics, and Psychology \$1,000,000

The developments after World War I emphasized the importance of chemistry, and since that time the field of chemistry has had a phenomenal growth. World War II emphasized the importance of physics, and during and since the War there has been much more general use of the applications of modern physics. Prior to World War II, few people would have thought that the work of nuclear physicists was of more than theoretical importance. Now, nuclear physicists are in great demand all over the nation and in all the world.

The Department of Physics of the University of Florida is now quartered in Benton Hall in space that was inadequate prior to World War II. With the postwar growth of the University and the postwar development of interest in physics, the Physics Department is crowded beyond all reason. The work of the Physics Department has recently been expanded to include the offering of the Ph.D. degree. This requires adequate research space for graduate students as well as the usual research and teaching space needed for a standard Physics Department.

The experimental and laboratory work in psychology requires some laboratories similar to those used by physics. Mathematics, psychology, and physics can use certain lecture and classroom facilities in common. These three large departments are scheduled to use the present Horticulture Building with its proposed wing. When the Agricultural buildings are built, the present Horticulture building will be vacated and become available for this purpose. Even before the Horticulture Building is vacated, we can add a wing on the east end of it which would house the immediate needs of the Physics and Psychology Departments for laboratory space and some teaching space. When the existing part of the Horticulture Building is vacated, it could then house the rest of the teaching facilities needed by Physics, Mathematics, and Psychology. The State Improvement Commission has asked the General Services Administration for a loan of \$34,000 to pay for the preparation of architectural plans for the wing which is described above.

4. Education and Industrial Arts Building

\$1,200,000

The population of Florida has increased approximately 40 per cent in the past decade. This brings an increase in school population and thus a demand for additional teachers. A careful study made by the Bureau of Educational Research in 1949 reveals that Florida will need between 2,000 and 2,600 new teachers annually to supply replacements and fill new positions. In 1949-50 Florida institutions prepared 1,307 teachers who are available for employment for the first time in the State. Separated according to race, this represents 297 Negroes and 1,010 whites. Of the 1,010 white teachers, only 254 were educated at the University of Florida. All the institutions of higher education in Florida combined are supplying only about 60 per cent of Florida's needs in teachers, and the University is obviously failing to carry its share of this responsibility.

With the increase in the number of women and the continued demand for qualified teachers, the University will surely have more and more students entering its teacher-training program. However, it does not have physical facilities to house its present enrollment in teacher education.

The P. K. Yonge building, which houses the Laboratory School and the College of Education, was designed so that 11 per cent of the space would be available for college use. Now, 25 per cent of the space is used by the College, and 50 per cent is used jointly by the College and the Laboratory School. Thus both the College and the Laboratory School have been severely handicapped because of crowded conditions. In the P. K. Yonge building, classes begin at 7:40 in the morning and end at 9:30 in the evening. The majority of the graduate classes must be scheduled at night because no rooms are available in the daytime. Moreover, the College is now using three classrooms in Temporary Buildings D, E, and F, two rooms in Temporary Building K, one in Temporary I, one in Florida Gym, and one in Walker Hall. These classes are not convenient to the Laboratory School, which is used for observation and participation by the students in these classes. The Industrial Arts Department is having to use rooms originally planned for the Doe Museum on the third floor, and the shops formerly planned for the Laboratory School. This department, which has an opportunity to lead the South in its field, is not housed and equipped so well as many similar departments in a number of our high schools in the state. Ideally, the Industrial Arts Shops should be in a separate building so as to reduce the noise and dust which is a nuisance to other units of the College of Education. The Business Education Department, which serves both the College and the Laboratory School, is crowded into two rooms on the third floor.

Because of increased enrollments in elementary education, there is a serious need for seven additional classrooms for the Laboratory School to house children from the kindergarten through the sixth grade. This addition is needed to make it possible for all students interested in teaching in the elementary school to observe and participate in actual class situations.

Office space for staff members presents a serious problem. To do effective counselling and study, staff members should be provided small, but private offices. The fifty-six offices and conference rooms in the Yonge building house 106 faculty members and stenographers. Such an arrangement does not make possible effective use of the time of either the stenographer or the staff member.

In summary, if Florida schools are supplied with well trained teachers, the University must produce more teachers. Housing facilities are grossly inadequate for the current enrollment. New College of Education and Industrial Arts buildings are a necessity if the University is to keep faith with the children of the state. It is a possibility that the University will need to acquire land for the appropriate location of these two buildings. Therefore, the former request of \$1,180,000 is now increased to \$1,200,000. The State Improvement Commission has asked for a loan of \$47,200 so that architectural plans for these buildings may be developed.

5. Wing to Science Hall to provide Laboratories and classrooms for Biology Department

\$325,000

For three years, prior to the condemnation of Science Hall by the State Fire Marshall, the administration of the University of Florida sought funds for the rebuilding of Science Hall in order that we might remove a fire hazard that threatened the lives of our students and professors and that we might provide adequately for the sciences taught in that building, which are so basic to the welfare of the State and the program of the University.

Realizing the serious condition of this building, the administration included its complete rehabilitation as a "must" in the Six-Year Plan proposed under the direction of President Miller in October, 1948. This item was included in the budget for the fiscal year 1949-50 and transferred to the State Building Fund budget by direction of the Budget Commission. The State Legislature failed to pass an appropriation for the building fund and this necessary construction was postponed.

This item has appeared in subsequent budgets of the University and has been the subject of several requests for the release of funds withheld by the Budget Commission from the operating budget of the current biennium. This problem was shifted to the "most critical" category by the condemnation report made by the State Fire Marshall on July 28, 1950.

Science Hall was built in 1909 and was designed for use by science departments in a small college. During the rapid growth of the University, more and more people have been crowded into Science Hall so that it was used at several times its originally planned capacity. The attic, or so-called third floor, has been used as a full floor when there should be no use made of that floor because of the fire hazard. The building is now vacated and work is proceeding to rehabilitate it with fire-resistant materials so that the ground and first and second floors may be used for classrooms and for faculty offices. This will reduce the crowding in the building, and it will eliminate laboratory activities which added to the fire hazard. This part of the plan has

been approved by the State Fire Marshall. There remains a most serious need for laboratory and additional classroom space for the important work of the Department of Biology. These laboratories must be provided for teaching and for research purposes. To provide this space for a Biology Department adequate to care for its share of a University enrollment of 10,000 or more students will require a wing costing at least \$325,000.

6. Dormitories for 650 to 700 students \$2,000,000

The University now has permanent dormitories for about 1,800 men students and 450 women students. Eventually we should house at least 6,000 students in dormitories on the campus. The enrollment of women students is held back for lack of appropriate and adequate housing for them. All the dormitories which have been constructed recently have been built with a State contribution of not more than 20 per cent of the total cost. This has meant that the University has had no alternative but to charge relatively high room rents in order to meet the obligations on the revenue certificates which were issued to cover the 80 per cent remainder of the costs. In order to increase the State's contribution towards the total dormitory program in the University, we request that the State appropriate \$2,000,000 for dormitories for 650 to 700 students. This number will vary, depending upon costs of construction at the time the contract is let. By virtue of these new dormitories built entirely at State expense, the University can bring all its dormitory room rents down to more reasonable figures.

7. Utilities \$ 250,000

When new buildings are built on the campus, the contract seldom, if ever, includes the cost of connecting the building with the campus utility system. The campus utility system must be enlarged to connect with new buildings which are contemplated. The addition of buildings, roads, and parking areas causes faster run-off of rain water, and larger, more adequate drainage sewers are needed. For these immediate needs of the University in the next biennium, we request \$250,000.

8. Meats Laboratory and Abattoir \$ 80,000

This building will be used extensively in both the instructional and research program of the College. In feeding and judging meat animals certain theoretical judgments can be formed, but a complete program calls for slaughtering animals to determine actual values with regard to carcass yields, quality of meat, and cutting and dressing percentages. All this, along with proper handling and storage studies, will become an integral part of the teaching program. Meats research is also of special significance in the development of the cattle industry in Florida. With extensive breedings programs underway involving crossing of English breeds with Brahma and similar breeds, careful evaluation of variation in meat quality and composition is essential. Research work involving these and other problems will be conducted in the meats laboratory.

At the present time facilities are practically non-existent for carrying on these most important functions in our teaching and research program. The total cost of this unit will be \$97,700. Part of it is

being built this year with College of Agriculture funds. The balance needed to complete the unit is \$80,000. The Improvement Commission has asked the Federal Government for \$3,750 as a loan to pay for producing architectural drawings.

9. Agricultural Experiment Station buildings (first group) \$ 344,500

In the long-range needs for Agriculture we have listed buildings totaling \$4,700,000. Those needed by the Agricultural Experiment Station total \$575,500. We are asking here for \$344,500's worth of those buildings in the first priority. Farther down this list is a request for the second group of Experiment Station buildings totaling \$231,000. The University of Florida Agricultural Experiment Stations are scattered all over the State. The main station at Gainesville serves a Statewide function, while most of the branch stations serve regional functions. The units which make up the first priority for the Experiment Station are as follows:

A. Main Station, Gainesville

(1) Poultry Unit \$90,000

The University of Florida has one of the most antiquated poultry research and instructional units in the United States. Representatives of the State's poultry industry have on many an occasion stated that the present facilities not only are a disgrace to this rapidly growing business, but constitute a serious impediment to its further development, because they do not permit the procedures necessary to solve the serious problems currently existing. A single small crowded building now houses entirely inadequate classrooms, laboratories, incubator, candling, killing and dressing rooms, and feed mixing equipment, in addition to offices of the staff. Expansion of other University requirements prohibits enlargement of the poultry plan in its present location. Additional land is already available, but there are no funds for building and equipping a new plant. The sum of \$90,000 itself will provide only minimum necessary improvements.

(2) Animal Nutrition Laboratory \$90,000

The further development of Florida's great livestock, dairy, and poultry industries awaits the development of more economical feed materials. Science has already indicated a great potential feed industry within the State. Before our vegetable wastes, grasses, and other crops can be processed and marketed through regular trade channels, the technological difficulties in their manufacture must be overcome and, equally important, they must be evaluated for digestive nutrients, vitamin contents, physiological effects on animals, and the numerous other factors of practical commercial importance, such as uniformity, retention of quality in storage and the like. This requires carefully controlled techniques and close correlation between work in the animal pens and in the laboratory. Our present facilities are housed in a seriously overcrowded old barn constructed over twenty-five years ago, and are entirely inadequate. Tremendous pressure from the industry has been on station workers to increase work on this subject, but it cannot be done until facilities are made available. It is firmly

believed that the sum requested for this building represents one of the most valuable investments the State could make for furthering its industrial and agricultural development.

(3) Herdsman's Cottage, Swine Unit \$7,500

The experimental swine herd must be tended seven days a week, in all types of weather. Many tests require punctual and definitely scheduled attention. It is very difficult to secure the services of a dependable herdsman without living quarters nearby. Accidental loss of animals through sickness and injury, particularly during farrowing, can be reduced through more regular attention during off hours, when attendance of a herdsman who lives several miles away is problematical.

(4) Beef Cattle Feed Trial Barn \$12,000

In connection with nutritional research, pens must be provided where carefully controlled feeding trials can be conducted. Present facilities are entirely inadequate to meet current demands of an industry tremendously dependent upon this type of research for its economic operation.

B. North Florida Station, Quincy

(1) Laboratory and Office Building \$45,000

Owing to the expansion of the staff and research program at this Station, present facilities are entirely inadequate. More efficient and economical operation of all functions could be obtained with a modest laboratory and office structure at the main farm, in proximity to the present staff and labor cottages now situated several miles from the present office building, built in 1922, which has been improvised to the utmost to provide two crowded laboratories for all staff purposes. The existing building can be utilized effectively in the tobacco phase of the research program. This building was quite adequate for the staff in 1922, when only two men comprised the resident force, and continued so until more recent years, when the staff has increased to seven members, plus a clerical and technical assistant staff of another five to seven persons. In addition, laboratory technological advances in science have been such that modern techniques cannot be employed without adequate housing. With the large number of visitors and farm groups meeting at the Station, some type of assembly room seating a reasonable number is likewise important, adjacent to laboratory facilities.

C. Citrus Station, Lake Alfred

(1) Sewage Disposal Plant \$45,000

The greatly stepped-up research program in citrus processing and packing house management, the increased staff, and additional laboratory activities at this station have so increased the disposal problem that the present multiplicity of septic tanks has caused constant trouble and expenditure for maintenance and repairs. A sewage disposal system is a necessity.

D. Everglades Station, Belle Glade

- (1) Storage and Machinery Shed—East Coast \$5,000

In practically all farm enterprises certain types of auxiliary buildings are always necessary, and this need is emphasized particularly on experimental farms. An implement shelter is one of the many needs for the Everglades Station.

E. Range Cattle Station, Ona

- (1) Hay Drying and Storage Barn \$12,000

The Station at Ona has a laboratory building, and it needs auxiliary buildings for the essential work of the Station. The most urgent need is a barn for drying and storing hay.

F. Subtropical Station, Homestead

- (1) Fertilizer storage and mixing house \$12,000

In experimental work it is necessary to have adequate room for segregating various types of fertilizers and mixing and other activities which are related to the research program.

G. West Florida Station, Milton

- (1) Laboratory and Office Building \$26,000

At present, one of the staff residences at this Station is being used temporarily for offices and for an elementary laboratory, there being no other structure available. It is not adapted for chemical and soils analytical equipment, which are so necessary for a research program of the type needed in this general farming area. Because of the isolated location of this station, great difficulty has been experienced in interesting qualified research workers in a position on the staff. Added to the difficulty has been the absence of laboratory facilities available for research. When the now vacant third staff position is filled, the improvised office building will be required to house the research worker and his family, because the Station is fifteen miles from Milton.

10. Architecture and Allied Arts Building (first unit) \$1,000,000

Students now enrolled in the departments which make up the College of Architecture and Allied Arts and also in the Division of Music are now being taught largely in makeshift space. Architecture is in Building E, a World War II temporary which has already had eight years of hard use, and which has undergone one complete moving to the campus of the University and several remodellings. The space is inadequate and inappropriate. Art is being taught on the top floor of Walker Hall and in Temporary Building C. This latter is a temporary building that is in the same category as E, which is used for Architecture. These units are in serious need of additional space, and a start should be made in providing the kind of permanent space which this College needs.

11. Completion of Science Hall \$ 250,000

Plans are already underway to rehabilitate the old part of Science Hall with fire resistant construction so that it can meet the requirements of safety which we need for buildings which are used by large numbers of persons. Science Hall was built in 1909 and was designed for use by science departments in a small college. During the rapid growth of the University, more and more people have been crowded

into Science Hall, so that it was used at several times its originally planned capacity. Even with this crowding, it was not able to accommodate the work that was related to the departments housed in the building. In order to provide adequate space for the Biology Department, a wing is needed which will cost approximately \$250,000. This wing would be made of completely fire proof materials, and the work of the Biology Department that is particularly hazardous would be housed in this wing. It would also provide additional classrooms and laboratories so that the Biology Department can be brought together in one adequate building. The State Improvement Commission has requested \$12,000 for architectural plans for the entire program of rehabilitation and addition to Science Hall.

12. Agricultural Engineering Building

\$ 435,000

Agricultural operations in Florida have become highly mechanized, although there are still many opportunities for developing labor saving devices. The engineering aspects of drainage and irrigation are assuming increasing importance. These and other phases of agriculture engineering require that adequate facilities be available for training students and conducting research if the University is to render the service to agriculture that is rightfully expected of it. Unfortunately, there is no other department in the College of Agriculture in greater need of suitable office, classroom, and laboratory space than the Department of Agricultural Engineering. The staff is housed in a temporary wartime structure. Two small wooden sheds comprise the space available for machinery storage and much of the shop, laboratory, and classroom work. (These should be abandoned so the area they occupy near the women's residence halls can be cleared). Little or no room is available for conducting badly needed research. Farm machinery manufacturers are ready and willing to furnish the University with the latest models of farm machinery and power items if suitable storage space can be provided. Availability of these items would not only enrich our teaching program, but would provide a large variety of equipment and power items for testing their adaptability to Florida farm operations.

If the many responsibilities of this department are to be met, a new building of approximately 40,000 square feet is required. At least 25,000 square feet of this area can be constructed at a low cost, since it will be used for machinery storage, shop work and the like. Architectural plans for this building are fully developed.

13. Engineering Group (second unit)

\$ 720,000

The College of Engineering needs a group of buildings that would cost more than \$4,000,000. During 1949, \$1,000,000 was released for the first unit of the Engineering group. If \$720,000 additional can be provided during the coming biennium, all the sections of the Engineering College that are now housed in Benton and Engineering Halls can be moved, thus releasing those buildings for units of the College of Arts and Sciences which are inadequately housed. This will still leave the Engineering College using a temporary hangar on the campus and many temporary buildings at the Alachua Air Base seven miles from the campus. This second unit will also provide a small auditorium

which is so seriously needed by the Engineering Group on the campus as a place to hold their Statewide conferences on the various phases of Engineering and as a place to hold campus meetings and large lectures. One of the most crying needs on this campus is for more auditorium space such as this would provide.

14. Agricultural Experiment Station (second group) \$ 231,000

At the Main Station in Gainesville, which serves a Statewide function, the following units are needed:

A. Herdsman's Cottage, Beef Research Unit	\$7,500
B. Two laborer's cottages	\$10,000
C. Feed Storage and Mixing House	\$5,000

These buildings are necessary before the Station's new beef research unit of 640 acres, located 10 miles north of Gainesville, can be placed in operation. Thus far the area is partially fenced, some roads have been built, an adequate well and water tank has been installed, and a machinery shed has been erected. The research program has been started, but when cattle are placed on the ranch, labor must be on hand to care for animals, and feed storage facilities must be available. Florida cattlemen, as well as many individuals in subsidiary industries, have evidenced a strong desire that this important experimental program be initiated without further delay. Resident ranch hands will be necessary for the intensive handling required in the various experimental plots.

D. Farm shop and equipment storage building, Dairy Unit	\$8,000
E. Two silos, Dairy Unit	\$5,000
F. Hay storage and shelter barn, Dairy Unit	\$9,000

These structures are necessary at the new Dairy Unit at Hague. The buildings thus far completed do not provide for such requirements, as the descriptive names of the requested additions indicate. The silos already at the unit do not provide sufficient capacity to meet the feed requirements. Shop facilities are necessary to care for all the farm and dairy barn equipment now on hand, much of which is parked in the open and is deteriorating for lack of storage protection. No facilities exist for hay storage, nor is there a shelter barn, although such installations are now commonly accepted as good dairy management practice. The latter two facilities can be combined into one building for economy, as requested.

G. Agronomy Greenhouse	\$12,000
H. Horticulture Greenhouse	\$12,000
I. Entomology Greenhouse	\$ 8,000

These structures will more than pay for themselves in a short time for two principal reasons. They will protect controlled experiments from the many hazards experienced with unprotected outside plantings, and they will enable two crops each year in most cases, thus doubling the time in which seasonal results can be obtained. In addition, they will provide facilities for types of work which cannot be done without such protection from the weather and numerous pests. Each represents three different fields of work, and each is badly needed. In the past much expense and time have

been wasted due to sudden inclement disasters ruining experiments at the critical stage.

J. Citrus Experiment Station, Lake Alfred

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|--------------------------|----------|
| (1) Greenhouse | \$12,000 |
| (2) Insectary Laboratory | \$ 5,000 |

The greenhouse is needed for physiological studies, particularly in the plant disease field. The insectary laboratory has been needed for several years, and must be available before life history studies can be made of major and potential insect pests.

K. Central Florida Station, Sanford

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|--------------------------------|----------|
| (1) Pathology—Soils Laboratory | \$18,000 |
|--------------------------------|----------|

Critical problems of vegetable production in the area served by this station have arisen where laboratory facilities of the type here proposed are needed. This laboratory structure would be of a combination greenhouse type, with chemical analytical apparatus, and controlled pathological equipment immediately adjacent. Soil management in this area, so dependent upon expensive irrigation, has a multitude of problems which require controlled environment for study.

L. Farm buildings at the various stations	\$112,000
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During the years 1946-48, the Agricultural Experiment Stations were fortunate through the provisions of the State Building Program to secure several much needed major buildings, particularly office and laboratory facilities. In practically all farm enterprises, certain types of auxiliary buildings are always necessary, and this need particularly is emphasized on experimental farms, where room for segregating various types of fertilizers, seeds lots, and harvested crops is essential, for the involved procedures. The newer buildings previously secured filled a definite need because old ones were either antiquated and in poor condition, or else were entirely inadequate for the growth of the research program which has played such a vital role in the development of the State's agriculture.

The same situation exists for many auxiliary buildings which were not replaced or added. Greenhouse space, implement shelters, fertilizer and seed storage buildings, laborers cottages, and many other miscellaneous structures for conditions peculiar to the various stations are needed to utilize effectively staff abilities, and to protect and maintain properly the great many different kinds of equipment required by an institution of such diversified responsibilities.

Needs of this type have been screened carefully and the following list has been determined as including those which are most important and necessary for construction at this time, and without which the Station is unable to meet its essential responsibilities:

Everglades Station, Belle Glade	
Seed storage agronomy building	\$18,000
Fertilizer storage and mixing house	10,000
Machinery shed	7,500
Greenhouse	8,000

Range Cattle Station, Ona		
Two laborer cottages	\$10,000	
Fertilizer and seed storage warehouse	12,000	
Subtropical Station, Homestead		
Storage and machine shed, Highland Farm	\$4,000	
West Florida Station, Milton		
Fertilizer mixing warehouse	\$7,000	
Live Oak Station, Live Oak		
Foreman's cottage	\$7,500	
Storage and implement shed	6,000	
Vegetable Crops Laboratory, Bradenton		
Foreman's Cottage, Cortez tract	\$6,000	
Storage and implement shed, Cortez tract	5,000	
Greenhouse	5,000	
Watermelon and Grape Laboratory, Leesburg		
Storage and implement shelter	\$6,000	
15. Livestock pavilion and classrooms		\$ 115,000

For many years there has been a great need for a livestock pavilion at the University. The tremendous growth of the livestock industry in recent years makes it imperative to meet that need now. Several hundred students are enrolled in courses in animal husbandry which require working with farm animals. It is most difficult to conduct an efficient program without some type of shelter and facilities for handling livestock.

This building would also provide a great need in meeting the total services which the University can render. Extensive use could be made of it by 4-H Club and Future Farmers of America short-course groups. Throughout the year there are many meetings of ranch and farm groups which could be held in this unit. It is through such meetings as these that the University can make some of its most valuable contributions in the further development of Florida's livestock industry. Architectural plans for this building are complete.

This listing, which totals \$10,125,500, is our most urgent priority for the immediate needs of the University of Florida. It is our sincere hope that these minimum needs can be met in the 1951-53 biennium. The additional items in our overall needs amount to about \$9,150,000 for general University buildings and \$15,750,000 for a medical school. However, we propose that if an appropriation is made for the Medical School, it be made in parts so that the first units of the school can be built in 1951-53 for a cost of \$8,250,000. Even these first units of the Medical School should not be built until we are assured of funds to meet the \$10,125,500 request made above. Further details on this Medical School building program are given in a separate report.

Current needs which are to be requested in 1953-55 Biennium

The following is a listing of the additional needs of the University. These are practically as urgent as those placed in the priority for the 1951-53 biennium. However, we realize that we must give some priority in our listing so that our requests will be within reason of what might be expected in the way of availability of labor, materials, etc:

16. Women's Gymnasium \$1,000,000

The University has no adequate facilities for gymnasium space for women students. It is estimated that a women's gymnasium will cost \$1,000,000. The playing fields for college sports, intramural sports, and required physical education are also inadequate for women students. An appropriate program of women's physical education requires playing fields, tennis courts, and a swimming pool, as well as a gymnasium.

17. General Extension Division Building \$1,300,000

The University has need for appropriate headquarters for the General Extension Division. It should provide offices, classrooms, seminar rooms, a small auditorium, a library, and dormitory facilities for adults attending short courses and extension courses held on the campus.

18. Rehabilitation of Benton, Floyd, and Peabody Halls \$1,350,000

These three buildings are old buildings which have had hard use and have not been adequately maintained. They are approaching the present condition of Science Hall. They need to be rehabilitated and revised to meet the modern requirements which are made upon them. It is estimated that the rehabilitation will cost approximately \$450,000 per building to do this work. This is considerably cheaper than the cost of new buildings.

19. Second group of Agriculture buildings, including the School of Forestry building \$2,500,000

Approximately 30,000 square feet of floor space will be required for teaching and research in Forestry. Recent studies by the staff of the School of Forestry indicate that this is still a minimum need. This assumes an enrollment of 150 full-time students, including graduate students, plus the equivalent of 50 full-time students from the lower division, along with proper space for research activities, particularly in wood utilization.

It is requested that a three-story building approximately 60x150 feet with a center one-floor wing 40x75 feet for an assembly hall and large lecture room be supplied. A breakdown of the space required indicates that 4,000 square feet will be needed for research and 26,000 square feet will be needed for instruction and office space and service facilities in the building. The cost of this Forestry building with its appropriate equipment will be at least \$500,000.

We need additional space for the other units of agriculture which are housed in other buildings on the campus and which we propose to free for the use of the College of Arts and Sciences and other units on the campus.

The State Improvement Commission, at the request of the Board of Control and with the approval of the Budget Commission, has requested \$98,000 from the General Service Administration for plans for this group of buildings. Of this amount, \$20,000 was designated for plans for the Forestry building.

20. Additional units of the Engineering Group \$1,000,000

The units already built or requested for Engineering still do not house the Engineering shops or the Departments of Aeronautical or Chemical Engineering. These last two groups are in the Hangar Building on the campus, which is a World War II temporary building. By making this \$1,000,000 addition to the Engineering Group, we can more nearly approach our goal of having the Engineering College in one section of the campus and in appropriate quarters.

21. Additional dormitories \$2,000,000

In order that our dormitory program may keep pace with the program of building for educational units of the University, we request here State funds to assist in the building of additional dormitories.

UNIVERSITY OF FLORIDA BUILDING NEEDS FOR 1951-53 BIENNIUM

1. First group of Agriculture buildings (Units A & B) including classrooms, laboratories, offices, herbarium, library, furnishings, and equipment	\$1,500,000
2. Business Administration Building	1,000,000
3. Building for Physics, Mathematics, and Psychology	1,000,000
4. Education and Industrial Arts Buildings	1,200,000
5. Dormitories for 650 to 700 students	2,000,000
6. Utilities	250,000
7. Meats Laboratory and Abattoir	80,000
8. Agricultural Experiment Station Buildings (first group)	344,500
9. Architecture and Allied Arts Building (first unit)	1,000,000
10. Completion of Science Hall	250,000
11. Agricultural Engineering Building	435,000
12. Engineering Group (second unit)	720,000
13. Agricultural Experiment Station (second group)	231,000
14. Livestock pavilion and classroom	115,000
Sub-total	\$10,125,500

CURRENT NEEDS TO BE REQUESTED IN 1953-55 BIENNIUM

15. Women's Gymnasium	\$1,000,000
16. General Extension Division Building	1,300,000
17. Rehabilitation of Benton, Floyd, and Peabody Halls	1,350,000
18. Second group of Agriculture buildings, including School of Forestry	2,500,000
19. Additional units of the Engineering group	1,000,000
20. More dormitories	2,000,000
Grand total	\$19,275,500
Medical School (first units)	\$ 8,250,000
Medical School (second units)	\$ 7,500,000

REPORT OF THE PROVOST FOR AGRICULTURE

To the President of the University

SIR: I submit herewith the reports of the three divisions of the College of Agriculture, namely, Resident Instruction, Agricultural Experiment Stations, and Agricultural Extension Service for the biennium ending June 30, 1950. The report of the School of Forestry is included with that for Resident Instruction. Also included is a report for the Conservation Reserve.

Important personnel changes occurred during the biennium when the Dean of the College and the Director of the Experiment Station retired. Dr. H. Harold Hume, Dean and Provost for Agriculture, who had served the University with distinction for many years retired June 30, 1949. Dr. Harold Mowry, Director of the Agriculture Experiment Station, retired January 31, 1950 after over 30 years of service with the University. He had made many noteworthy contributions to the Station since becoming Director in 1943. Dr. C. V. Noble who has been Associate Dean succeeds Dr. Hume as Dean of the College effective July 1, 1950. Mr. W. M. Fifield who had been Assistant Director of the Station was appointed Director effective March 1, 1950.

Respectfully submitted,

J. WAYNE REITZ

Provost for Agriculture

REPORT OF THE DEAN OF THE COLLEGE OF AGRICULTURE

To the President of the University

SIR: I have the honor to submit the following report for the Resident Instruction Division of the College of Agriculture for the biennium ending June 30, 1950.

The biennium was characterized by the continued rapid increase in student enrollment in the College of Agriculture and the still more rapid agricultural course enrollment of students from other colleges. In this period 559 students were graduated from the College, representing approximately 40 per cent of the total graduates since 1912 when one student was graduated. The meager facilities of the College, particularly laboratory space, were inadequate to do justice to the greatly increased enrollment. Furthermore, even though there was an increase in the staff, teaching loads were increased beyond the point of greatest effectiveness because of the necessity of opening additional class sections to meet the augmented enrollment under crowded conditions and inadequate facilities.

The College of Agriculture had 51 staff members at the beginning of the biennium. Of this number 22 were engaged in part-time research in the Agricultural Experiment Station. During the biennium three staff members resigned, two retired, and 14 new members were added. These adjustments, together with adjustments in joint appointments in Resident Instruction and the Agricultural Experiment Station, brought the number of the faculty up to 63 including 24 who are engaged in part-time research in the Agricultural Experiment Station. Notwithstanding severe competition from other institutions, government agencies, and industry, the quality of the staff continued to be improved in the last two years. However, if outstanding staff members are to be held and others attracted, it will be necessary to provide better salary levels.

After many years of illustrious service to the University and the agri-

culture of Florida Dr. H. Harold Hume, Dean and Provost for Agriculture retired June 30, 1949. Dr. C. V. Noble was appointed Dean to be effective July 1, 1950. Dr. A. L. Shealy, Head of the Animal Industry Department retired on August 31, 1949 after many years of splendid service.

In October, 1949 the Department of Animal Industry was divided into four departments in order to more effectively administer teaching, research and extension activities in the various areas under the department's jurisdiction. The new departments are Animal Husbandry and Nutrition, Dairy Husbandry and Dairy Manufacturing, Poultry Husbandry, and Veterinary Science.

Notwithstanding limitations in staff and physical facilities much progress was made in improving the quality of the instructional program. A number of new courses were added to meet requirements for a well rounded program. This was especially true at the graduate level. Badly needed laboratory equipment was added in a number of areas.

In some departments more advanced degrees were offered during the biennium than in previous history. The first Ph.D. degree was awarded in horticulture. In conjunction with the College of Engineering, a professional curriculum in agricultural engineering is being developed to be jointly administered by the two colleges. This will fill an important need for specialized training in the rapidly developing engineering aspects of Florida's agriculture. The Department of Agricultural Economics has developed plans, subject to official approval, for offering work at the doctorate level. This program, if implemented, will require some staff additions. Other departments in the College are well qualified professionally for offering the doctorate but are unable to do so for lack of adequate laboratory and instructional facilities.

The Department of Entomology continued its pioneering in developing course offerings in plant quarantine. This is the only department in the nation offering an organized curriculum for such work and it is receiving much recognition.

In two of our departments much progress was made during the biennium in providing additional facilities. The Department of Horticulture is looking forward to the completion of a new horticultural area where four greenhouses, a head house, vegetable crops laboratory, and a barn are nearing completion. Completion of these greenhouses will make greenhouse space available to the soils, agronomy and botany departments. The dairy research unit, opened at Hague some eight miles from the campus in September, 1949, has added immeasurably to the instructional program in dairy science for both undergraduate and graduate students. The Department of Dairy Husbandry and Dairy Manufacturing, with its special laboratory facilities on the campus and the new dairy unit, is the best equipped department in the College.

If the College of Agriculture is to make its full contribution to properly training undergraduate and graduate students to meet the needs of Florida's continuing agricultural development, it will be necessary to make several additions to the staff as well as to increase the number of graduate and student assistants. As has already been emphasized the urgent need is for adequate facilities. Architectural plans are in the process of development for two units to accommodate those departments greatest in need of additional facilities for resident instruction and to release Floyd Hall for use by the College of Arts and Sciences. Not until these units of approximately 70,000 square feet of usable space are completed will the present competent staff be in a position to make its maximum contribution. To fully utilize these units now being planned

laboratory and other special equipment will be necessary. In addition to the above mentioned space, a building for the Department of Agricultural Engineering is a necessity. At the present time the staff of this department is housed in a temporary building. Laboratory and classroom facilities are meager. The engineering aspects of present day agriculture in Florida are too important to permit continued neglect in providing facilities for one of the most poorly equipped departments in the nation. In addition, a meats laboratory and livestock pavilion are urgently needed if we are to keep our training abreast of the ever expanding needs of the livestock industry.

THE SCHOOL OF FORESTRY

Along with other branches of the University the School of Forestry has shown a peak in the number of students graduated in this biennium. There were 131 Baccalaureate degrees, and 11 Masters degrees granted. Over 80 per cent of these men have found employment in the professional forestry field. A careful examination of the requests for men to fill positions indicates that demand for graduates in the forest-growing departments (management and silviculture) is levelling off faster than that in the utilization departments (forest products, wood preservation, inspection and marketing).

The new field of game management recently added by the School is growing slowly as the various southern state game agencies turn more and more to trained personnel. Because of Florida's large tourist patronage much of which is interested in game and wildlife recreation, resources in this field need to be more fully developed than present conservation efforts provide. Men trained in game management will help to fill this need.

During this biennium forest products from the state's depleted forests passed 225 million dollars each year. Forests of the state are being much over-cut and forest product income is jeopardized. The large basic income from forestry can be greatly increased with more education and research.

For the future to meet the expanding forestry needs of the State, and the opportunities in its sub-tropical location and proximity to Latin America, the following needs must be met:

- (1) Expansion of the forest product laboratory facilities, lumber finishing equipment and the adding of forest products marketing courses.
- (2) The adding of a department of Tropical Forestry.
- (3) Adequate classroom and laboratory facilities for the over-all needs of the School. This can be achieved only in a new forestry building.
- (4) Additional forest land should be added to the Austin Cary Memorial Forest to bring the total to 5,000 acres. The forest could then be made a demonstration of profitable economic forest management, in addition to serving as a field laboratory.

A small research forest in one of the river-bottom hardwood areas is also desirable.

Plans to expand the research program of the School were nullified during the second year of this biennium by the ten per cent cut in appropriations. It is hoped this work will be provided for in the next biennium. An example of the service that can be rendered forest industry by adequate laboratory facilities and research personnel is found in a recently completed project. In co-operation with a local sawmill a preservative treatment of "furring strips"

was developed. Details of a treating process and plant for the mill were worked out which will enable firms of this type to enter or remain in this competitive field in an effective manner.

Work is now progressing in cooperation with the Engineering and Industrial Experiment Station on the possible utilization of cabbage palmetto for lumber. Such research could well lead to finding a profitable market for a large amount of palmetto, now unused.

Problems of utilizing inferior southern hardwoods such as the water oaks, scrub oak, and the like are pressing. Advance cutting out of the better hardwoods is fast converting our hammock and river bottom hardwood forests to these inferior species. Developing methods for seasoning these inferior oaks is a task of research.

The second year of the biennium covers the first year that the State Forest Ranger School (formerly the Columbia Forest School) at Lake City has been operated by the School of Forestry. The course has been strengthened by the requirement of high school graduation for entrance and the addition of a third man to the teaching staff. This branch of the School of Forestry has an eleven months course with no University credit. It is dedicated to vocational or foreman type of training. At the same time the purposes of forestry are instilled in the students which enables them to function effectively under the direction of forest industry managers or professional foresters. There were 29 graduates in 1950 of whom 17 are employed by the Forestry State Board of Forestry. It is believed that 50 students can be trained and placed each year.

Extensive improvements have been made in the physical facilities of the Ranger School since it became a part of the University. Three classrooms, quarters for 50 students, staff offices, and recreation and dining quarters have been added by renovating and altering a large wooden building which was located on the grounds and made available out of war surplus. These facilities are not fully completed. To bring them to completion and to preserve other buildings now in a state of disrepair additional capital expenditures will be necessary in the next biennium.

UNIVERSITY OF FLORIDA CONSERVATION RESERVE

The University Conservation Reserve at Welaka continued to contribute significantly as a training area for graduate students in the Department of Biology and for undergraduate and graduate students in the School of Forestry. A total of seventy-seven students used the facilities of the Reserve during the biennium. There were 215 members from twelve scientific and lay organizations interested in biology, and forestry and wild life conservation who visited or used the Reserve.

Improvement in physical facilities included the completion of two small apartments for use by graduate students. A new saw mill was installed to replace one which was worn beyond repair. Income from lumber coming from this mill will assist in providing improvements on the Reserve which could not otherwise be made.

During the biennium 33,000 slash pine seedlings were planted and approximately 20,000 board feet of pine and cypress lumber were harvested, sawed, and delivered to the University.

Respectfully submitted,
J. WAYNE REITZ
Acting Dean

REPORT OF THE DIRECTOR OF THE AGRICULTURAL EXPERIMENT STATION

To the President of the University

SIR: The research program of the Agricultural Experiment Station during the past biennium was the most comprehensive in its sixty-two years of existence. Significant contributions have been made to all major types of agricultural enterprise in the state. The more outstanding of these results which are listed under individual department headings on the following pages well serve to indicate the nature and scope of investigations under way.

Because Florida's agricultural industry is so unique and diversified, in both the commodity and geographical sense, and because its very existence and tremendous development has depended upon pioneering into the realm of practical scientific experimentation, the people of the state have come to lean heavily on Station recommendations for guidance in their farming operations. The vast fund of knowledge accumulated over the years has been available for further development through modern tools unheard of even a decade ago, and has played no small part in the achievement of results listed on these pages.

The research tools just mentioned include new laboratory apparatus for use of radioactive isotopes in tracer element studies, new chemical and physical analytical equipment, widespread developments in farm mechanization, and even the use of airplanes in agricultural operations. These modernizations have made research more costly, but have enabled practical solutions to so many of the every day farm problems that their worth is seldom disputed. Particularly in this postwar period, scientific developments have occurred in such rapid succession that even the best trained scientists find difficulty in keeping abreast.

There have been numerous difficulties during the biennium due to budgetary restrictions, to changing administrative and fiscal requirements, to lack of adequate housing and equipment in some instances, and to a serious competition among institutions for available scientific personnel, all of which have handicapped the initiation and continuity of some projects. These facts justifiably should be reported, because they have most realistically affected operations. However, it is rather the purpose of this report to list the more significant research contributions over the biennium than to dwell on the many further needs for facilities necessary for meeting current demands.

More detailed reports of research will be found in the two annual reports for the period involved, and in the numerous bulletins and popular and scientific articles published during the past two years. The results have also been disseminated widely through cooperation with the Agricultural Extension Service in farm radio programs, talks, and demonstrations at field days and growers' meetings and conferences. In addition several thousand replies to inquiries are handled each month by direct correspondence. Hundreds of personal visits to staff members are made by individuals and groups seeking information. Indeed the ever-increasing number of visitors has presented a problem in itself, but such recognition of the Station's services is nevertheless gratifying.

On February 1, 1950, Harold Mowry retired as Director of the Agricultural Experiment Station, after a third of a century of service to the agricultural interests of Florida. His record of accomplishment and the esteem in which he is held by his colleagues and the people of this state need no amplification

on this page. They certainly will serve as a stimulating impetus for his successor who is humbly aware of the responsibilities and opportunities which lie ahead.

IMPROVEMENTS AND ADDITIONS

During the biennium the new Dairy Research Unit at Hague was sufficiently complete that the Station herd was moved to the new location in September, 1949. Completed thus far are the modern milking barn and laboratory, a calf barn, several workers' houses, two silos, and several bull and heifer pens with shelters. Some of the 1,200-acre tract has been cleared, fenced, and planted to pasture and feed crops.

Through a generous grant from the General Education Board, a two-story annex was added to Newell Hall for housing the spectrographic and other analytical laboratories in soils research.

A large pumphouse was built and equipped at the Everglades Station for water control study, and at the Range Cattle and North Florida Stations and the Vegetable Crops Laboratory additional land was cleared enabling a more adequate program; and a number of small buildings were erected at various stations for specialized purposes, such as gladiola bulb-curing, insecticide mixing, hay drying, and some equipment storage. Feeder pens for an increased attention to swine research were added at the Main Station. Work on the new beef research unit near Gainesville was resumed when released funds became available for erecting a storage building and installing a well and water tank.

The work in animal parasitology was expedited when the staff moved into new quarters provided through necessity of abolishing the old laboratory to make room for expansion of other parts of the University.

The former large Department of Animal Industry was divided July 1, 1950 into four separate departments: Poultry; Animal Husbandry and Nutrition; Dairy Husbandry and Dairy Manufactures; and Veterinary Science. This change was necessary because of the growth experienced in each phase during recent years.

EDITORIAL AND MAILING

The Station printed 26 new bulletins totaling 1,152 pages and 215,000 copies. It also printed 128,000 copies of 16 circulars—a series inaugurated during the first year of the biennium—totaling 148 pages; 34,500 copies of 9 new press bulletins; and reprinted 38,500 copies of 7 old press bulletins.

Experiment Station staff members made 241 radio talks over the daily Florida Farm Hour on WRUF and 231 of these were sent to 26 other Florida stations as Farm Flashes.

News releases were issued at an average rate of three or four a week through the weekly clipsheet issued by the Agricultural Extension Service, the press services and direct.

Publications were distributed to libraries and scientists, through county agents, and on direct request.

LIBRARY

The Library has accessioned 2,083 volumes, 778 of which have been transferred to this Library from the University Library, bringing the total on its shelves to 24,022 volumes. Records show that on 27,084 instances faculty and students have used a total of 56,001 pieces of material. This number does not include several thousand calls by faculty members and graduate students

who have access to the stacks for whom no record is kept. There have been 39,480 cards added to the catalog, of which 28,455 have been prepared by this Library's catalogers; 7,657 purchased and 3,368 prepared by the University Library to cover the transferred books.

The Library has received 31,562 documents and parts of periodicals, of which 2,735 were documents from other Agricultural Experiment Stations, all of which have been cataloged and shelved. There were 861 volumes prepared and sent to the Bindery for binding.

Many inquiries have been handled from all over the state and elsewhere requesting information about books and periodicals relating to specific agricultural problems. Foreign mailing lists are being kept current. The agricultural documents from the West Indies are being cataloged, 1,528 main entry cards having been completed.

A survey of holdings has been completed which shows that this Library has 145,740 documents of which 69,567 are yet to be bound.

FEDERAL-STATE FROST WARNING SERVICE

Intensive frost and weather forecasting service was conducted in cooperation with the United States Weather Bureau covering the whole of the Florida peninsula. In the administration of the forecasting and temperature survey work the peninsula is subdivided into eight field districts with a meteorologist in charge of each district under the supervision of the Lakeland office. The field meteorologist made his winter residence within the local area under his supervision. These eight districts were equipped with 400 temperature survey stations, all in operation during the biennium, most of which were equipped with thermometers and thermographs so that the duration of critical temperatures could be measured.

Results of the temperature survey and research work were published in ten mimeographed volumes each season. Specialized frost forecasts were issued from the Lakeland headquarters during the winter seasons for a network of 77 forecast stations, each placed in a carefully selected site in groves and truck fields so that the temperature forecast could easily be adapted to individual farms. During the 1948-49 season a total of 11,627 separate temperature forecasts were made of which 99.0 per cent were accurate and 99.8 per cent were within three degrees of being correct. For the 1949-50 season a total of 11,627 forecasts were made of which 98.4 per cent were accurate and 99.8 per cent were within three degrees of being accurate. Specialized shipper's forecasts and localized rain forecasts were furnished daily to interested shippers and growers.

Considerable research in frost protection was conducted at sites in the field and at the meteorological laboratory at Lakeland. Research in temperature forecasting in Florida is a continuing project, and research results are reflected in forecast verifications.

AGRICULTURAL ECONOMICS

Because of mounting production costs, much emphasis has been placed on this phase of Agricultural Economics work. Cost of producing citrus fruit by important items of cost has been determined for leading varieties of citrus in the principal producing areas. Cost of producing important vegetable crops by important producing areas has been determined. Variation in cost between areas and farms within an area has been established. The causes for variations in cost are now being studied.

Costs have been determined for harvesting, packing, processing and selling citrus fruit. For equivalent quantities of juice, cost of packing and selling in fresh form were somewhat lower than cost of canning but about the same as frozen concentrate. However, because of differences in transportation and wholesaling and retailing, costs are greater for marketing fresh fruit.

Through cooperation with the Texas Agricultural Experiment Station and agencies in the U.S.D.A. comparative costs for packing and canning Texas citrus fruit reveals lower cost for Florida than Texas for the 1948-49 season. However, before the freeze, Texas had slightly lower cost for packing citrus fruit than Florida.

Variation in cost between firms for packing and selling oranges ranged from 60c to \$1.35 per bruce box. Similar variation in cost exists for packing and selling grapefruit and for canning and selling citrus juices. Volume of fruit per firm and the integration of fresh, canning and processing operations were important factors causing these variations in cost.

Through crop-estimate techniques, thousands of vegetable growers have been advised as to probable supplies which will be available for marketing, and probable market conditions.

Data have been obtained on more than 400,000 prepackaged cartons of vegetables for the purpose of determining which products and under what condition a crop may be profitably prepackaged. The optimum temperatures for moving sweet corn prepackaged have been found to be 30-32 degrees. Certain consumer preference for prepackaged sweet corn, broccoli, and cauliflower have been determined.

In cooperation with four Southeastern Agricultural Experiment Stations and agencies in the U.S.D.A., losses resulting from potato spoilage were found to be largely due to improper equipment and handling at the time of harvest and packing. Studies are now being undertaken for developing equipment that will reduce spoilage.

Satisfactory landlord and tenant relations are of vital importance for a healthy agriculture. Lease and sharecropper arrangements have been studied and recommendations made as to the type of arrangement suited to various conditions.

Studies in dairy herd management reveal that it costs less to purchase than to raise replacements in the dairy herd provided disease-free animals are obtained. However, cows raised have a 37 per cent longer service life than cows purchased.

In cooperation with the Farm Credit Administration, U.S.D.A., work has been started on determining ways of further coordinating the selling of Florida citrus fruits.

The department has determined the cost of producing milk in Tampa, St. Petersburg, Palm Beach, and Orlando areas. These data have been used by the proper state and municipal authorities as a basis for fixing the price of milk in these markets.

AGRICULTURAL ENGINEERING

During the past biennium research was continued on the mechanical curing of hay and seed. A cooperative project with the Agronomy Department was initiated on irrigation of flue-cured tobacco. A farm "batch type" drier has

been developed that has successfully cured pangola grass, bahia grass, hairy indigo, lespedeza, and alfalfa hay. It has also proved well adapted for the drying of seed and grain.

Experiments conducted at the Main Station have indicated that an air delivery of approximately 20 cfm/sq. ft. of drying floor area and an increase in air temperature of approximately 20° F. is adequate for curing hay and most economical considering installation and operating cost. Farmers have installed approximately 30 hay and seed driers in Florida during the past two years, many of whom consulted the department staff for information and plans.

Progress has been made on research conducted to determine the proper rate and interval for applying supplemental irrigation water on flue-cured tobacco.

AGRONOMY

Attention has been directed as formerly to the improvement of field crops and pastures by breeding, nutrition, and management for higher yields and better quality.

Dixie Runner peanuts, early and late hairy indigo, pangola grass, lupines and Dixie 18 hybrid corn are being grown by farmers on larger acreages every year.

Argentine bahia grass, Kenland red clover, Big Trefoil, Tifton Bermuda No. 57, Southland oats, and white seeded sweet yellow lupines are all showing much promise and are being recommended to farmers and cattlemen.

Louisiana white clover fertilized in November produced 50 per cent more growth than where fertilization was delayed until February.

Pangola grass with moderate fertilization produced 5-7 tons of hay per acre. Chemical and feeding tests indicate that the hay is of good quality.

Production of clover seed was 89 pounds per acre with honey bees caged on plots, but only 11 pounds without bees so caged.

A nutritional disease of peanuts occurring on the Station farm was corrected with light applications of copper. Radiotracer work with phosphorus and calcium shows that peanuts absorb and utilize these elements through the pegs as well as roots. Calcium is probably essential in the fruiting zone. Peanuts use phosphorus from fertilizer more efficiently as the plants grow older, but corn acts in the opposite fashion.

Disease troubles with lupines have increased every year and now threaten this valuable cover and feed crop. For this reason primarily, breeding work has been greatly expanded with several thousand new selections under trial.

Two years' results with irrigation of flue-cured tobacco show good gains in yield and quality with judicious use of irrigation in dry periods. Rootknot of tobacco has been satisfactorily controlled with 10 gallons per acre of DD or Ethylene dibronide in the drill or 18 gallons broadcast. A combination of Fermate and salicylic acid has provided excellent control of bluemold in tobacco beds.

Continued investigations of the fundamental nature of hybrid vigor have continued to indicate overdominance as the cause.

ANIMAL HUSBANDRY AND NUTRITION

The department conducts research with cattle, swine, and poultry on pasture, in the feed lot, and in the nutrition laboratory, in some cases using rats and other small animals as indicators.

APF, B₁₂, B₁₃, Aureomycin, and other new factors were shown to be of considerable benefit in swine production.

Citrus molasses, citrus seed meal, cull tangerines, sweet blue lupine seed meal, alyce clover hay, and hairy indigo hay were studied with beef cattle and swine, and methods of feeding them were studied.

Drip collected upon thawing beef was found to contain considerable quantities of B-complex vitamins.

Radioactive isotopes have been especially useful in the investigation of livestock mineral requirements. More conventional techniques have demonstrated the nutritional value of forages, pastures, and concentrates for large and small animals and for poultry.

Radio-isotopes have helped determine that copper, phosphorus, and molybdenum are vitally interrelated in cattle nutrition; that copper and cobalt should always be available to cattle because of the rapid metabolism; that copper and pantothenic acid are related to hair coat color; and that most of the calcium in egg shells and the phosphorus in milk come directly from the feed.

Other research has shown that pangola grass is especially valuable in supplying livestock with phosphorus from fertilizer; that butterfat from Florida produced milk is especially rich in Vitamin D; that citrus seed meal is good for cattle but not for poultry; and that chickens with thyroids destroyed by radioactive iodine can be maintained through growth and egg production on synthetic thyroxin.

DAIRY HUSBANDRY AND MANUFACTURES

The research in dairy manufactures has dealt primarily with projects relating to the chemical composition of milk produced in Florida, factors affecting the commercial manufacture of ice cream, and a study of effects on the manufacture of certain fermented dairy products, of antibiotics used in the treatment of dairy cows for mastitis.

These experiments reveal that: the composition of Florida-produced milk is within the range found for other sections of the United States; hard water used in ice cream mixes increased the whipping time considerably during freezing; and that antibiotics were discharged with the milk several days after their infusion into the udder and were not destroyed by pasteurization—extremely low concentrations prevented acid production by lactic starters.

In the dairy production work, growth and function of stomach compartments in dairy cattle were studied, relating to feed consumption. Rumens of 11 different-aged cattle contained 18 species of useful protozoa. Weight changes due to gestation were determined to compute net weights of experimental cattle. Factors affecting useful life span of dairy bulls in artificial service were reported. Of 100 heifers born, 65 entered the dairy herd, losses being from stillbirth, freemartins, accidents, disease, and non-breeding. "Bulldog head" proved a recessive defect in grade Jerseys.

ENTOMOLOGY

The insecticide industry continues to produce for agricultural use new insecticides and improved formulations of older ones. A major portion of the work of the Entomology Department was devoted to testing and evaluating these materials as controls for various pests. Tests with flue-cured tobacco demonstrated that DDT, DDD, Toxaphene, aldrin, and dieldrin applied at two or three weeks' intervals give excellent control of budworms and hornworms and that parathion added to any of these materials controls aphids effectively.

Numerous insecticides and miticides were tested against insect and arachnid pests of ornamental plants and results indicate that effective control of the pests of both woody and succulent ornamentals is possible with materials now available. Preliminary experiments were made to test the desirability of mixing insecticides with fertilizers for the control of soil-inhabiting pests. This practice promises to be widely used in Florida agriculture.

A survey of Florida honey plants was initiated to determine their value to agriculture. The effects of agricultural pesticides on honey bees were investigated. The staff of the Department aided materially in the preparation of the Pesticide Handbook which has been enthusiastically received by county agents, insecticide dealers, and others who advise farmers on the control of insects and other pests.

HOME ECONOMICS

With the addition of supplements to basal diets of bread which permitted nearly normal growth of the rat, again no advantages due to enrichment were demonstrated. The chief deficiencies in bread are those of protein, calcium, and—unless milk furnished the protein—the animal protein factor. Nervous conditions developed in rats as a result of supplementation of diets of bread with vitamin-free casein. This condition did not occur upon supplementation with milk or crude casein.

When judged by weight, appearance and reproduction of rats, pasteurized or evaporated milk was as nutritious as fresh raw milk.

A study of three of the B vitamins—thiamine, riboflavin, and niacin—in Florida grown fruits and vegetables, subtropical fruits, pork loin and the commonly used fish and shell fish shows no strikingly unusual values. All foods contained an average level, and if diets are well planned no deficiencies of these vitamins should occur.

HORTICULTURE

Comparing two sources of potash, muriate produced firmer cabbage and sulfate firmer tomatoes. Yields of broccoli, sweet corn, peas, and onions were increased by irrigation. In 1950, soil fumigants did not affect growth and yield of tomatoes. Several new sweet corn varieties are adapted to Florida, as are Congo watermelons and Smith's Perfect cantaloupes. Many new varieties of beans, potatoes, and tomatoes were tested and some were superior to standards.

Potato tubers dipped in ethylene chlorohydrin showed a varietal difference. Those treated germinated sooner, had more sprouts, but had little influence on yields than untreated tubers. Tubers of Pontiac variety showed no difference in weight loss between waxed and unwaxed, but colored waxes gave the tubers a more uniform appearance. Results indicated less skinning of tubers when harvesting was delayed one week after killing the potato vines.

Vegetable breeding has established uniform selected types of snap and lima beans and English peas, and many are ready for seed increase for extended testing.

Several weed killers were tested. Those compounded from pentachlorophenol were best.

Canned and frozen celery products have been prepared including juice, concentrates, stalks, and soup. Florida grown sweet corn and some new varieties of green beans produce excellent canned and frozen products.

Color development of tomatoes in the ripening room varied with variety and maturity at harvest.

Data obtained with shipping tomatoes in standard lugs and in field, nailed, wirebound, and fiberboard boxes, indicated that all containers are satisfactory if handled properly. Injury was caused by bulge pack of lugs, over-filling of field boxes, and rough inner surface of any container without a liner.

Results with broccoli, cauliflower, sweet corn, and celery indicate that these crops can be prepackaged by the grower and marketed in northern cities. Refrigeration temperatures between 32° and 40° F. are essential, and storage life was increased with 100 p.p.m. chlorine in the hydro-cooler. A small ventilation hole in packages prevented off odors and flavors.

Records for twenty-eight years show that reduction in tung yields by freezes occurred nine times. More than 300 hours below 45° F. are necessary for satisfactory tung production. Trees require high nitrogen and potash fertilizers.

Leaves of pecan trees with a certain chlorotic pattern contained less magnesium than normal foliage.

Camellias grew in a wide range of soil pH, but pH 5.0 to 6.0 seemed best for flowering. Derbyana camellia showed a natural resistance to damping-off in propagation experiments.

PLANT PATHOLOGY

There were 7,996 plant specimens added to the herbarium, making a total of 115,344.

Addition of vegetation to soil infested with organisms that cause seed decay and damping-off of seedlings increases activity of the organisms. This is indicated by an increase in seed decay and damping-off.

The eggplant breeding program started several years ago has resulted in two varieties of eggplant that are resistant to Phomopsis blight and are otherwise suited for Florida conditions. These varieties, Florida Beauty and Florida Market, have been released to growers.

Chemical treatments of lupine seed have not proved effective for control of seed and soil-borne diseases. An unidentified virus disease appeared in the lupine nursery in 1950 and caused a heavy reduction in yield of green weight and seed. Alta Blue, a selection of Bitter Blue, which yields above the average in green weight and seed and escapes anthracnose was released to growers.

In 1949 investigations were begun on diseases of ornamental plants and root diseases of nursery plantings. Spraying plants regularly with zineb during rainy seasons has given good control of foliage diseases of certain plants. Dipping propagating stock in a thick suspension of ferbam, plus strict sanitation, has improved survival and rooting of cuttings. Very satisfactory results have been obtained in controlling soil-borne diseases by fumigating the soil with Dowfume MC-2.

POULTRY HUSBANDRY

This department has as its goal the more efficient production and marketing of poultry and poultry products. During this biennium, emphasis has been placed on nutrition and management problems.

The role of calcium and phosphorus in layers was studied, employing radioactive isotopes. Results with Ca⁴⁵ were the first reported by Experiment Stations.

The principle of citrus seed meal found toxic to chicks was isolated and identified.

High efficiency broiler rations were tested with excellent results. Aureomycin and APF supplements were used in broiler rations to improve weight changes of chicks and feed efficiency.

Simple laying formulas using ingredients indigenous to Florida gave satisfactory egg production. Studies using deep litter in laying houses were inaugurated.

Coastal Bermuda and oats were used satisfactorily as grazing crops for layers.

The keeping quality of eggs was increased significantly by dipping in oil.

SOILS

The mapping of soils in cooperation with the United States Department of Agriculture was marked by the completion of Hillsborough County and the initiation of surveys in Sarasota and Escambia Counties. Soil Survey Reports for Alachua, Collier, Dade, Manatee, and Hillsborough Counties were prepared for publication. A Soil Association Map and Introductory Soils Report for Hillsborough are in process of publication.

Rock phosphate applied at the rate of 1,800 pounds per acre alone, was lost by leaching from the top three inches of an acid flatwoods soil in five years. If lime was applied to correct the acidity of the soil the leaching loss was reduced more than two-thirds. Highest yields of Louisiana white clover-Dallis grass pastures on Tifton and Carnegie fine sandy loams were obtained with superphosphate and potash equivalent to 1,200 pounds per acre of a 0-15-10 fertilizer.

In the Hastings area a condition of potato plants exhibiting curled leaves, purpling of stems, and reduced yields was encountered in 1949. Yield responses and soil analysis during the biennium showed that the condition was caused by a lack of nitrate nitrogen in the fertilizer, and by the soil being too acid to permit nitrification. The condition was corrected by liming the acid soils and by the addition of nitrate nitrogen in the fertilizer.

Radioactive phosphate applied to Bayboro fine sandy loam showed this soil to have a high phosphorus fixing power.

A survey of available boron in virgin and cultivated Alachua County soils showed a wide range in different soil types, that loss of native boron through cultivation was evident in all types, and the extent of loss was related to years of cultivation. The boron content of virgin soils ranged from 0.02 p. p. m. in Lakeland fine sand, deep phase, to 0.53 p. p. m. in Gainesville fine sandy loam.

Streptomyces albus was found to have an antibiotic effect against *Rhizobium meliloti* and certain mold decay organisms in citrus fruits.

VETERINARY SCIENCE

The livestock and poultry disease research program of the department embraces many phases of infectious, bacterial, fungus and parasitic diseases, including protozoal blood infections and diseases transmitted by blood sucking insect pests. Outstanding contributions of the department during the period consist of developing a program of infectious bovine mastitis control through sanitary preventative measures, developing control measures for liver fluke of cattle by medication of infected animals and destruction of snail intermediate hosts, cattle grub and lice control by application of new insecticides and accumulation of data which will be valuable in controlling fowl leucosis and pullet disease. Members of the veterinary staff are frequently consulted by livestock owners and practicing veterinarians in the diagnosis of obscure livestock and poultry diseases. Affected animals often are trucked to the Animal Disease Research Unit of the Agricultural Experiment Station for observation, study, diagnosis, and treatment of obscure diseases and ailments.

BRANCH STATIONS

NORTH FLORIDA STATION

(QUINCY)

Research during the biennium involved crop-variety testing, breeding, rotation, fertilization, and a study of pasture grasses and legumes and their establishment, management, and maintenance. Disease and insect control studies on shade tobacco were continued. Emphasis was placed on the compounding of rations from home grown feeds for the production of beef cattle and swine and the evaluation of various pasture grass-legume mixtures for summer grazing and for wintering beef cattle.

A new variety of oats (Southland) resistant to prevalent races of leaf rust and Victoria blight was developed. Seed was increased from $\frac{1}{2}$ pound in 1948 to 10,000 bushels in 1950 and will be distributed this year. Seed of a superior strain of bitter blue lupine also is ready for distribution.

Cockleburs, which are only slightly susceptible to plant-parasitic nematodes, proved to be the best cover crop among ten tested for rotation with cigar wrapper tobacco. They also have cultural advantages which make this rotation very satisfactory. Ethylene dibromide fumigation of plant beds treated with Uramon and Cynamid gave a decided increase in growth of seedlings.

A combination of parathion, DDT, and toxaphene has been worked out that will control all major insects affecting cigar-wrapper tobacco. This combination is in general use and is applied by either aircraft or hand operated dusters. Some newer chlorinated and phosphatic insecticides have given outstanding results and may be recommended later.

Citrus molasses was successfully used to replace one-half of the ground snapped corn in a steer-fattening ration, thereby utilizing a Florida product to augment local supply of fattening feed.

Sweet blue and sweet yellow lupine pastures produced steer gains comparable to gains made by cattle grazing clover. Sweet lupine seed showed considerable promise as a protein supplement for pigs.

Crimson clover pastures increased the length of the grazing season approximately two months, thus reducing winter feed requirements.

CITRUS STATION

(LAKE ALFRED)

The general problem of citrus decline has continued to be of increasing concern. Diagnosis of the various known types of decline has been improved and an effort has been made to investigate all uncertain cases reported. Considerable progress has been made on the type known as spreading decline. This appears to be a fungus disease that spreads to adjacent trees through the infected fibrous roots. Certain varieties of beans seem to serve as indicator plants and can be used to determine the extent of the infected areas. At least two chemical treatments have been found experimentally to be useful in combatting the disease. Tristeza or quick decline, although not yet discovered in Florida, has been studied extensively at the cooperative laboratory in Argentina.

The malady known as star melanose was demonstrated to be a corky growth stimulated by the action of late copper sprays on fruit with young melanose lesions.

Intensive research with parathion led to procedures for the effective use of this material in controlling scale, mealybugs and aphids. The knowledge that

parathion can be used any time of the year without adverse effects on the trees or on fruit quality has promoted the widespread use of this insecticide.

Water repellent soils in groves have been puzzling growers for many years. The repellency was found to be due to the presence of metallic soaps apparently formed by certain fertilizer elements combining with natural soil acids. Although the condition can be remedied by grove practices it is not considered harmful in most cases. Irrigation studies are continuing but with conflicting results. For example, while time of blooming and fruit size can be bettered by irrigation, poorer internal fruit quality usually results.

In the processing field, new manufacturing procedures were developed whereby citrus peel oils meeting U.S.P. requirements can be readily produced. This standardization of Florida essential oils permits a more favorable competitive position. Another advancement in processing technology was the development of a thermocompression evaporator through cooperative research with the Florida Citrus Commission. This concentrator for citrus juices has the advantages of simple construction, low first cost and high operating efficiency. Several units of this design have been installed by industry and are currently producing one-third of the concentrate output.

Work on decay control of citrus, also in cooperation with the Florida Citrus Commission, led to development of a superior dip treatment containing hexamine in combination with sodium ortho-phenylphenate. This dip treatment plus the use of diphenyl-treated containers has given a very high degree of decay control in storage.

EVERGLADES STATION (BELLE GLADE)

The research program at the Everglades Station has continued to emphasize detailed studies in the fields of soil fertility, animal nutrition, field, vegetable and fiber crops, plant diseases, insects, weed control, plant breeding, animal husbandry, and agricultural engineering with particular emphasis on water control investigations and the mechanical aspects of spraying.

In the field of soil and plant relationships particular attention has been given to fertilizer requirements, including the trace elements, of several vegetable crops; and with the fiber crop ramie.

Good progress has been made in the breeding and/or selection of improved types of vegetable crops and farm crops including celery, snap beans, sugar cane and fiber crops.

Continued studies of photo-sensitization in cattle have largely resolved the practical aspects of the current problem in this area as has also been the case with a sudden outbreak of nitrate poisoning.

The comparatively new work with both hard and soft fiber crops which has been continued in full cooperation with the United States Department of Agriculture, Bureau of Plant Industry Soils and Agricultural Engineering, continues to yield promising results in all of its aspects and may soon find an important part to play in the stockpiling of such items as ramie and kenaf fibers if they are declared strategic materials in the face of the present world situation.

Intensive study was resumed during the biennium of the ever-increasing problem of virus diseases and various soil-borne insects and diseases, including the nematode.

Particular progress has been made in the field of Agricultural Engineering. Research has been conducted in the design and adaptation of farm machinery

and farm buildings to the peculiar conditions in South Florida with their related problems in feed dehydration and storage, and water control from a wide variety of angles.

SUB-TROPICAL STATION
(HOMESTEAD)

Entomological research developed a practical method for wireworm control by treating infested soils with chlordane or aldrin. Pineapple mealybug control was accomplished by dipping planting stock in a suspension of parathion.

Phytopathological investigations showed that nabam or zineb sprays will control gray leaf spot and late blight on tomatoes more effectively than other standard fungicides, and that SR-406 is as effective as copper fungicides for control of fruit and foliage diseases of avocado and mango. The virus nature of a destructive mosaic of papaya now common in Dade County was determined.

Soils investigations included establishment of permanent plots to study nutritional requirements of potatoes and tomatoes. Responses to high levels of nitrogen and phosphorus were obtained on tomatoes but not on potatoes and responses to manganese and magnesium were either lacking or inconclusive.

Vegetable varietal trials showed that no present red-skinned potato variety is better than Bliss or Pontiac, although several seedlings were sufficiently promising for increase. Kennebec was found to be a good white skinned variety. New wilt resistant tomato varieties have shown sufficient promise that local growers are now testing them extensively.

Plant accessions totaled nearly 900 during the biennium. They included four Macadamia nut varieties from Hawaii, a tropical raspberry which shows promise for Florida, and the United States Department of Agriculture collection of lychee varieties. Practical methods for propagating canistel and bignay were developed. *Solanum macranthum* proved a desirable understock for naranjilla. Progress was made in lime and mango maturity studies and in methods of weed control.

WEST CENTRAL FLORIDA STATION
(BROOKSVILLE)

During the two years just passed this Station has increased its acreage of improved pastures to 450 acres, chiefly of pangola grass, Pensacola bahia, and Argentine bahia. Hairy indigo and alyce clover are thriving in many of these pastures, and a new summer legume blanket indigo (*Indigofera pilosa*) is showing promise. Clearing has been begun for six new fifty-acre pastures on sandy land belonging to the Soil Conservation Service adjoining the station.

A herd of Guzerat Brahman cattle of Manso breeding from Hungerford, Texas, has been added to the Station's beef cattle project; also a herd of Brangus cattle from Louisiana. Plans are shaping up to test the breeding plan for improving crossbred beef cattle proposed by Dr. Fred H. Hull of the Agronomy Department, using our purebred Brahman and Brangus herds as means of comparison—the goal being cattle which will do well when carried the year around on grass with a minimum of supplementation, give a high percentage calf crop and veal and beef carcasses of good weight and quality.

RANGE CATTLE STATION
(ONA)

Grass is basic to beef cattle production and pasture quality is reflected in thrift of cattle and quality of beef. Improved grasses are being used in a fertilization and management program to provide good pasture throughout

the year. Pangola, Pensacola bahia and coastal Bermuda are the most productive grasses for central Florida. Several other grass and legume species give promise.

Fifteen acres of native range are required to maintain a cow. Tests show that four acres of native range plus one acre of improved grass, or one and one-half acres of pangola grass will maintain a cow in a more productive state.

By-products of the citrus and sugar industries are excellent sources of energy nutrients for feeding all classes of cattle. Meat from animals fattened on these products is of superior quality and flavor.

Records are kept on all cattle at the Range Cattle Station. These data are being used to determine the productive capacity of each animal in the breeding herd.

CENTRAL FLORIDA STATION (SANFORD)

Studies on the nutrition of the vegetable crops grown in this area, improvements in disease and insect control, testing of new varieties and crops for the area, and improvements of cultural practices comprise the principal activities at this Station.

The cooperative celery breeding project with Cornell University has reached the point where one of the crosses, a Pascal variety that has shown high resistance to early blight, has been released to the trade.

In the cooperative nematode studies with the United States Department of Agriculture a new nematode, *Trichodorus primitivus*, has been found which apparently is the cause of the "red root" of celery and which causes stunting of corn and other vegetable crops.

The cause of black heart of celery has been found and work is progressing on finding a preventative or cure.

Some crop failures or poor growth were found to be due to high salt concentrations in the surface soils. Studies of ways and means of preventing a recurrence of the condition are under way.

Studies of the newer insecticides were continued, including preliminary work on the determination of residues remaining on the salable vegetables.

WEST FLORIDA STATION (MILTON)

The clearing of cut-over timberland resulted in approximately 280 acres being made ready for experimental work. A comprehensive program of research at this new station is now under way.

On the basis of data obtained thus far, it was found that the response of all crops to the addition of phosphorus-bearing fertilizer materials is very great. The response of non-legumes to the addition of nitrogen-bearing fertilizer materials is also very great. The response of crops to potassium-bearing fertilizer materials is not as striking as it is for either phosphorus or nitrogen additions, but plant yields are increased by its addition providing the other nutrient requirements are also supplied. The addition of either phosphorus or nitrogen alone to non-legumes will not materially increase growth.

No response in growth or yields have been shown when minor elements have been added with the exception that boron has been shown to be required for the growth of alfalfa.

Several grasses and many legumes have been grown successfully. Mixtures of grasses and legumes have been grown and some mixtures show promise of compatability.

Selections have been made from some varieties and strains of crops in the variety test work.

LIVE OAK STATION

(LIVE OAK)

With the uncertainty of budget releases being made available, and the impossibility of securing trained research personnel until sufficient released funds could accumulate to assure continuity of employment, activation of work at this new station, for which funds were appropriated by the 1949 legislature for the 1949-50 fiscal year, was not possible the first year.

Exploratory soil surveys were made in the area to gain information essential to the proposed program. Arrangements were initiated for cooperative tests with growers to be started in the fall of 1950. It is anticipated that a research worker will be appointed for permanent assignment to the area in the near future, and that accumulation of appropriate needed equipment may be undertaken within a few months.

FIELD LABORATORIES

WATERMELON & GRAPE LABORATORY

(LEESBURG)

Watermelon growers have accepted nabam and zineb, as recommended by the laboratory, as the best fungicides to control melon foliage diseases. Preplanting, dry chemical treatment of melon seed also has been widely adopted and has reduced the incidence of losses accompanying anthracnose.

Field-mouse control by zinc phosphide has largely replaced the higher priced strychnine toxic agent.

The new wilt-resistant melon Ironsides, a joint development of the United States Department of Agriculture (Charleston) and this laboratory, is planned for release next year. Varieties possessing resistance to wilt and also to anthracnose are almost ready for release.

Resistance to downy mildew has been incorporated into melon lines resistant to other diseases. Spores of the downy mildew fungus can survive for at least six months, on foliage, when kept frozen.

The celery strain of cucumber mosaic was found attacking melons at Immokalee, Felda, and Webster. Transmission of this virus by *Aphis gossypii* was demonstrated.

Several progenies of grapes show promise of producing a long-lived, heavy-bearing, Niagara-type grape for Florida.

STRAWBERRY LABORATORY

(PLANT CITY)

Nematode causing destruction of strawberry roots was correctly identified as *Belonolaimus gracilis* (Steiner). It feeds entirely from outside roots by piercing the root tissue with stylet. Infested roots can be freed of the nema at transplanting time by washing roots thoroughly under running water. Soil can be freed of the nema by fumigation with dichloropropane-dichloropropene mixture or by ethylene dibromide.

Use of starter solutions at setting time increased total yields of fruit.

Some hybrids, Klonmore on Missionary, made in 1948 have proven as good or better than Missionary in yield and quality of fruit, four outstandingly so. Stocks of these plants are being increased.

POTATO LABORATORY

(HASTINGS)

Of several hundred new potato varieties and seedling selections tested, Kennebec, a United States Department of Agriculture, late-blight-resistant, scab-resistant, white-skinned variety proved best adapted and superior in yield to the standard variety Sebago.

Bonanza, a new cabbage variety, Snoball Y cauliflower, and three new varieties of broccoli equaled or excelled most standard varieties of these crops in yield and quality.

Minor element fertilizer supplements did not improve yields of potatoes and cabbage.

Profitable increases in yield of Sebago potatoes were shown by increasing the standard rate of seeding by 17 per cent.

Nabam proved to be a superior fungicide for control of Alternaria spot, a destructive disease of cabbage and other crucifers.

Control measures for cabbage black rot and yellows were demonstrated in tests and adopted by growers resulting in effective control of these diseases throughout the Hastings area.

PECAN LABORATORY

(MONTICELLO)

Pecan insect investigations were continued in cooperation with the United States Department of Agriculture, Bureau of Entomology and Plant Quarantine. Various new insecticides were tested against several of the more common pecan pests. DDT, Parathion, Lindane and EPN-300 insecticide were all more effective against first generation nut casebearer than nicotine sulphate. DDT and Parathion also gave good control of the hickory shuckworm, pecan twig girdler, fall webworm and walnut caterpillar.

Several organic fungicides were tested in comparison with bordeaux mixture, in 1949-1950, for the control of pecan scab. Some of these were tested singly and in rotation with bordeaux. Best control of scab on the Moore variety was obtained with two applications of bordeaux followed by three applications of Ziram. Ziram alone did not control scab on Moneymaker. In 1950 these materials did not control downy spot (*Mycosphaerella caryigena*) but controlled other foliage diseases.

VEGETABLE CROPS LABORATORY

(BRADENTON)

Release of Fusarium wilt-resistant Manasota and Manahill plus encouraging performances of younger stocks with resistances to three or more diseases represent progress in breeding superior tomatoes. Recent tests of modern fungicides indicate promising improvements in control of foliage diseases. In-the-row application of soil fumigants shows practical advantages for control of nematodes.

Variety trials have shown that several commercial varieties of cantaloupe can be grown successfully and acreage planted to this crop is increasing.

The new downy mildew resistant cucumber "Santee" was found to have better yield capacity than Palmetto and is being recommended to growers for limited trial.

Special stories were sent to daily newspapers, either direct or through the Associated Press. These averaged more than two a week and totaled 240 for the two years.

Two Florida farm magazines printed four stories by Extension Editors which filled 95 column inches of space. Four Southern farm journals used 24 stories filling 444 column inches. Florida journals printed numerous articles by other members of the staff.

Radio work in the Extension Service seems to expand constantly as new stations go on the air and others request additional services. During the second year of the biennium the Extension Editors began a service of filling tapes for stations that forwarded them to Gainesville, and filled 17 tapes for 8 stations. Each tape provided approximately 30 minutes of broadcasting, in four or more separate features. Farm Flashes for five days each week were sent to at least 25 stations, each flash supplying around 7 minutes of copy. For the two years 519 separate flash programs were sent.

In addition, the Associate Editor furnished a 700-word script to the Associated Press each week for its member stations, and bi-weekly he sent a farm round-up to stations not receiving AP copy. Monthly he supplied 25 stations with a round-up of home demonstration news.

The Florida Farm Hour was a daily feature of WRUF for 621 times. Extension Editors presented 608 daily farm news highlights broadcasts, 99 home economics notes broadcasts, 98 farm question box periods, 95 editorials and 11 especially prepared talks. Other staff members delivered 191 talks, Experiment Station workers appeared 241 times, and others from the College of Agriculture, State Plant Board, Production and Marketing Administration and other agencies delivered 54 talks. A number of remote control features were broadcast direct, and other programs were presented by wire and tape recordings.

The Extension Service maintains a filmstrip library. It also maintains a few motion picture films, but depends largely on the General Extension Division depository. The Extension Service has made two motion picture films in recent years, and maintains a continuous slide projector for use at fairs and other gatherings.

BOYS' 4-H CLUB WORK

In 1948 boys' 4-H club enrollment showed a slight decrease over the previous year, while in 1949 there was a tremendous increase—1,084 more boys were enrolled in 1949, which was a 12 percent increase over 1948. The 1949 enrollment was the highest ever reached in Florida.

Project completions went up from 57.7 percent in 1947 to 63 percent in 1948. The same was true in 1949—project completions jumped about 11 percent over 1948 figures. Negro 4-H boys had a slight decrease in number of completions in 1949 over 1948.

Project activities automatically increased in 1949 over 1948 along with the increased enrollment. In 1949 the combined reports from white and negro county agents show that the boys completed 11,409 of the 16,148 projects in which they enrolled. In 1948 they completed 9,808 projects of the 14,149 projects begun.

Camps—This year Florida opened its fifth State 4-H Club camp. These camps are located in Okaloosa, Madison, Marion, Lake, and Highlands counties. Four camps are for white club members and one camp is for negroes.

In 1948, 3,687 white and negro 4-H members attended camps and received

training in citizenship, leadership, scientific methods of agriculture, and water safety. In 1949, 4,356 members attended these camps—a 16 percent increase over 1948.

Two leadership training camps were held in 1948 and three were conducted in 1949.

Short Course and Training Schools—In 1949, 342 boys attended the Thirty-First Annual 4-H Short Course at the University of Florida.

Two 4-H club tractor maintenance schools are held each year. Thirty-five leaders attended each of these schools.

In 1948 progress was made in training local leaders. The Economist in Farm Management assisted with eight local leader training schools and 4-H Extension staff members conducted 11 such meetings.

In 1949, 18 officers-leaders training schools were held throughout the state to train leaders and 4-H club officers.

Shows, Judging Contests, Fairs

Dairy Shows and Contests—In 1948 a State 4-H Dairy Show, two district dairy shows, and several county shows were held.

Eight savings bonds were awarded and the state winner was entered for sectional competition in the National 4-H Dairy Production Contest. There were 974 members enrolled in 4-H dairy projects with a total of 2,524 completed projects.

In 1949, 746 boys and 340 girls completed dairy projects. All members used parasite control measures, bred their heifers to registered dairy bulls, and carried out Bang's disease control measures. Forty-three members fed minerals, while 27 members developed improved pastures.

District 4-H dairy shows were held in Tampa, Chipley, Orlando, and Belle Glade. The second annual State 4-H Dairy Show at Orlando served as the climax for the years 4-H dairy activities. Thirteen counties exhibited cattle, and 16 counties participated in the judging contest.

Poultry—In 1948 the West Florida District 4-H Poultry and Egg Show and Judging Contest was held at Chipley with 10 West Florida counties participating. Entries included 319 birds and 43 dozen eggs.

The State 4-H Poultry and Egg Show and Judging Contest was held again in connection with the Central Florida Exposition at Orlando. Entries totaled 1,045 birds and 160 dozen eggs. Twenty-one judging teams from 14 counties competed in the judging contest. During the year 1,774 boys and 1,542 girls were enrolled in poultry club work, and 1,052 boys and 1,006 girls completed their projects with a total of 126,032 birds.

In 1949 the third annual District 4-H Poultry and Judging Contest was held at Chipley, Florida, with 10 western counties participating. Three hundred twenty-three birds and 42 dozen eggs were entered. The annual State 4-H Poultry and Egg Show was held in Orlando with 126 club members from 21 counties participating. Fifty-seven club members entered the judging contest. There were 1,632 birds and 168 dozen eggs entered. During the year 2,147 boys and 2,308 girls were enrolled in poultry projects. Of those enrolled, 1,497 boys and 1,602 girls completed projects with a total of 160,389 birds.

Beef and Swine—In 1948 five 4-H district livestock judging contests were held. Typing demonstrations were held in three counties. Three different 4-H judging contests were held at Ocala. An all-breed show at Webster drew entries and judging teams from 16 central and south Florida counties. Two purebred

Hereford field days were held for 4-H members in Escambia and Leon counties. Six 4-H swine judging contests and typing demonstrations were held. Members with swine projects this year totaled 1,440, and these had 3,481 animals.

In 1949 club members participated in eight district beef cattle shows. At each of these shows a 4-H judging contest was held and 150 teams participated in them. Seven hundred thirty-four boys and 123 girls were enrolled in beef cattle work with a total of 1,439 animals involved. Four district 4-H club hog shows and judging contests were held. There were 1,572 boys and 105 girls who carried swine projects with 2,737 animals involved. All of these figures show a definite increase in participation and interest in livestock work.

Corn Show—In 1948 the first State 4-H Corn Show was held in Tallahassee in connection with the Leon County Fair. One hundred eighteen 10-ear exhibits and 12 70-ear entries were exhibited by club members. A trip to Chicago sponsored by two Tallahassee banks was awarded the outstanding corn club boy in the state.

In 1949 this corn show was repeated and 4-H members exhibited 79 10-ear and 24 70-ear exhibits. The best 4-H corn project boy in the state was again selected and awarded the trip to Chicago.

Florida State Fair—1948 saw the Florida 4-H club members participating in the State Fair for the first time in years. This participation included (1) a grandstand program in which more than 2,000 club members took part and opened 4-H Club Day at the fair and (2) an exhibit that emphasized the leadership and citizenship training received by 4-H club members that was viewed by all visitors to the Pan-American Building. As a part of this exhibit, 4-H club boys and girls from 24 counties put on demonstrations at regular intervals daily.

In 1949 the same type of participation was continued with a much more elaborate exhibit. Thirty counties gave demonstrations and more than 3,000 boys and girls took part in the 4-H Club Day Program. Creditable 4-H club exhibits by negro 4-H club members were placed in the Negro Building and negro club members participated in the program for Negro Day.

More than 700,000 people saw these activities of Florida 4-H club members during the two weeks of the fair.

Tours and Educational Trips

In 1948, 177 4-H club tours were conducted with 3,394 members participating.

In 1949, 226 tours and educational trips were conducted with 1,241 members participating.

Fifty-four achievement days were held in 32 counties in 1949.

4-H Council Work

In 1948-49 the State Boys' 4-H Club Council was revived after being inactive during the war. In addition to helping promote 4-H club work, the council collected \$248 from boys at short course to send to the Youth of Germany to purchase recreation equipment.

In 1949-50 the State Council met in connection with the Annual 4-H Short Course, and the meeting was attended by representatives of 32 county councils.

Awards

In 1948 an outstanding 4-H club boy from Walton County was selected to attend the Danforth Leadership Training Camp in Michigan. The camp fellowship was awarded to a St. Johns County boy in 1949.

In 1948 and 1949 two outstanding boys were given a trip to the National 4-H Camp in Washington, D. C.

In 1948 seven outstanding boys were awarded trips to the National 4-H Club Congress in Chicago. In 1949 nine outstanding 4-H club boys were awarded trips to Chicago. Of these nine state winners, two achieved national club honors—one in soil conservation work and the other in poultry work. In addition to the trip to Chicago, these boys received \$300 scholarships to the university of their choice.

In 1948 seven \$100 scholarships were awarded to Florida 4-H club boys at the annual 4-H Club Short Course at the University. Also in 1949 seven boys were awarded \$100 scholarships to enter the University. These scholarships are sponsored by the Florida Bankers Association.

In addition to these scholarships, a \$100 scholarship was given in poultry work and another in beef cattle by Nathan Mayo, State Commissioner of Agriculture.

Other 4-H Club Program Work

Beekeeping—During the summer of 1948, four colonies of bees were brought to Camp McQuarrie for use in bee handling demonstrations. Honey was extracted from the hives by the 4-H boys, and they were given general instructions on care and maintenance of bees. The honey was used in feeding 4-H members at camp during the summer. In 1949 this program was enlarged considerably and more than 90 gallons of honey were extracted during the year—enough for all of the camps during the summer.

Forestry—In 1948 emphasis was placed on 4-H catalpa projects. In 20 counties agents were furnished 1,000 catalpa seeds by the Extension Forester. Several thousand additional forest trees were planted and about 10 acres of new improved pasture grass fire lines established on the 4-H club 400-acre timber tract in Escambia County. The Extension Forester taught forestry at five 4-H summer camp sessions and the 4-H short course, teaching 374 club members.

In 1949 the Extension Forester gave forestry instruction to 425 club members during the summer camp season and short course. County agents in 20 counties were furnished 25,000 catalpa seeds for 4-H project work. In 32 counties 232 boys were enrolled in 4-H forestry projects with 619 acres involved. County agents in 41 counties reported 2,414 club members received forestry training.

HOME DEMONSTRATION WORK

In addition to its status as part of the Cooperative Extension Service, University of Florida, Home Demonstration Work functions as the Home Demonstration Extension Department of the Florida State University, under an agreement made nearly 40 years ago. Florida State University provides housing for the State Offices of Home Demonstration Work, a financial budget which permits additional personnel, and a pre-service training program for likely candidates for appointment as Home Demonstration Agents.

Personnel

The personnel directly responsible for guiding the program of Home Demonstration Work is composed of a State Home Demonstration Agent, three District Home Demonstration Agents, seven Specialists, 45 County Home Demonstration Agents, 12 Assistant Home Demonstration Agents, 11 Negro Home Demonstration Agents, and a Negro District Home Demonstration Agent. Eighty Home Demonstration Workers, exclusive of clerical assistants, are employed in state

and county offices at this time. State and county clerical assistants paid entirely or in part from funds assigned to Home Demonstration Work number 26.

Two new positions have been established in the State Office. The Specialist in 4-H Club Girls' Work began her duties October 1, 1948. Appointment of Specialist in Home Industries and Marketing became effective November 16, 1949. Appropriations were provided for the first time in Washington and Dixie counties in 1948, and the program was re-established in Osceola County in 1949. Assistant Home Demonstration Agents have been provided in two additional counties—Orange and Escambia.

Two positions are maintained to give pre-service training to prospective Home Demonstration Agents considered as suitable for later appointment. During this biennium three young women have had advantage of this pre-service training.

Seven young Home Economics undergraduates and former 4-H club girls were allowed to train with established Home Demonstration Agents for two months during the summer of 1948.

The good will and cooperation of 44 Boards of County Commissioners and nine County School Boards have resulted in increased appropriations for salaries and automobile expense in 38 counties, for clerical assistance in five counties, for improved facilities in 28 counties.

Scarcity of suitable personnel to fill state and county vacancies continued to be the limiting factor in expansion. In-service training within the organization has been increasingly necessary. Fifteen County Home Demonstration Agents had three-week courses in Extension Work at the University of Florida.

Club Work

Steadily increasing voluntary enrollment of both girls and women in Home Demonstration Work offers tangible evidence that Florida homemakers are concerned sincerely with making their homes efficient and pleasant places for their families. Enrollment of women totaled 12,564, an increase of 1,009. Enrollment of 14,865 girls shows an increase of 1,605 over last year. Considerable time is spent working with individuals who may not have access to organized club groups, as shown by the record of 20,877 non-members who were given regular individual help by Home Demonstration Agents during this biennium.

The organization of 1,150 Home Demonstration Clubs, 62 county and two state Councils for both women and girls provided a means for cooperative action to bring about improvements needed.

The increased interest of people in their homes made possible a greatly expanded and strengthened state-wide program. In 1949, 6,133 Volunteer Local Leaders or chairmen of special activities assisted with county and state programs as compared to the 4,519 Leaders giving such volunteer community services in 1948. Leadership Training has been emphasized in all activities undertaken. Five thousand meetings dealing with instruction on home skills and in community activities were held by these leaders over and above the 28,129 meetings held by Home Demonstration Agents.

Accomplishments

General results of the work can be summarized as follows:

Development of sound, long-time program in each county and throughout the state to meet needs and interests of the people, with the people determining specific goals to be reached during the year.

Improvement of organization and better use of facilities to extend services of Home Demonstration Work to more people.

Emphasis on establishment of well-planned demonstrations in the home by the women or girls who serve as "demonstrators."

Development of activities for girls and women which have economic value in the home.

Securing more adequate housing and improvement in the home and home surroundings so the steadily growing population of Florida can be cared for in satisfactory homes, conducive to happy home life.

Improvement of health of Florida people by better use of home resources, better home health practices, and by acquiring facilities and services for health and medical care in the home and community.

Consumer education among rural and urban homemakers, with emphasis on more intelligent and widespread use of Florida-produced food products for economy's sake and for better nutrition for families.

Programs of service to girls 10 to 20 years of age through 4-H Club Work, with emphasis on training the girls in skills and leadership and on securing cooperation of adults in meeting the needs of young people. Expansion of work with girls and boys to enable them to become proficient in useful activities.

Development of trained rural leaders who understand their responsibilities and opportunities to serve their communities and their state, and who have a clear understanding of the true and far-reaching values of a satisfying family life to all members of the family.

Understanding by the women and girls of national and international situations so they may serve more usefully as citizens.

ANIMAL HUSBANDRY

The Extension Service carried recommended practices relating to livestock to producers over the state.

Loss of livestock or parts of carcasses for consumption through improper handling, parasite damage, and preventable animal diseases is a problem that has been recognized. The Extension Service has taken an active part in organizing State Livestock Loss Prevention Committees to inform livestock handlers and livestock owners of ways in which this waste can be reduced.

Beef Cattle

The improvement of the quality of Florida cattle is of primary importance. The Extension Service assisted 2,641 cattlemen in securing purebred bulls and heifers during the last biennium. During the last year, 2,710 farmers were assisted in improving methods of feeding beef cattle.

Swine

The improvement of the quality of Florida hogs is continuing. During the biennium, 3,200 farmers were assisted by county agents in securing purebred males and females, and 7,005 farmers were assisted in improving methods of feeding.

The Extension Service assisted 8,710 farmers in controlling external parasites and 12,796 farmers in controlling internal parasites of swine.

Shows

Shows and fairs are of primary interest to people in the livestock industry as well as to other interested people because they serve as "show windows" of the livestock industry. The Extension Service has assisted whenever possible

by supplying judges, acting in an advisory capacity, and in other ways to make these shows successful.

Field Work

Extension workers spent 4,047 days in the field during the last biennium in furtherance of the Extension beef cattle program, and 3,187 days in the field in furthering the Extension swine production program.

DAIRY HUSBANDRY

The major objective of the Extension Dairy Program during the biennium was to assist dairymen to attain more efficient production methods.

The Artificial Breeding Program for Use of High Production Proved Sires

The Extension Service started the cooperative dairy cattle artificial breeding program in the fall of 1948. Four associations started operating in 1948, followed by three more in 1949, or a total of seven associations operating in 1950 with 9,292 cows enrolled for breeding. These cows are owned by over 1,000 persons, including 161 dairymen and 851 family cow owners. The associations secure semen by daily air-express shipments. The local cooperative artificial breeding association employs a specially trained technician to breed the member's cows.

Where artificial breeding is not available, assistance has been given in placing well bred young bulls. County agents' reports show that 516 farmers were assisted in buying bulls during the past two years.

Dairy Herd Improvement Association Work

Under the supervision of the Agricultural Extension Service, the Dairy Herd Improvement Association Program increased from three associations with approximately 2,500 cows in July 1948 to seven associations with 6,209 cows in June 1950. This is 4.1 percent of all milk cows, and places Florida second among the Southern states in the percentage of cows on DHIA test. The associations now operate in 18 counties.

Development of Farm Dairying

A milk receiving station was established at Marianna in January 1949. The Extension Service has given assistance to farmers in developing their pasture and feed programs so that milk might be produced at lower cost. A milk receiving station has been built at Moore Haven, which should provide an indication of the milk production possibilities of the Lake Okeechobee area.

Home Dairying

Assistance has been given by the county agents in many counties in securing T.B. and Bang's testing of family cows. In areas with artificial breeding associations, the service of good sires is available to family cow owners. Assistance in improving the home milk supply of 4,222 families was reported by home demonstration agents in 1949.

POULTRY

Florida is a deficit poultry and egg producing state. However, the poultry industry has expanded during this period and ranks fifth in importance of agricultural enterprises of the state.

The Extension Poultry Program includes production of eggs and poultry meat for home consumption to help improve the nutrition of the farm family, and more efficient methods of producing and marketing poultry products.

State agencies engaged in poultry activities, county and state poultry associations, feed manufacturers, equipment dealers, and poultry processors have assisted in the development and expansion of the Extension Poultry Program.

Egg-Laying Test

This test is in its 24th year, with 104 competing pens of pullets from 26 states. Average egg production during the 23rd test was 213.1 eggs per bird; mortality, 10.9 percent; feed consumption per bird totaled 99.3 pounds, and 5.5 pounds of feed were required for each dozen eggs produced.

Better breeding stock, improved feeding programs, and more efficient management practices have resulted from these tests. Analysis of records furnish data which are important in development of the poultry industry.

Organizations

The Florida Poultry Council, State Poultry Producers Association, Breeders and Hatchery Association, and the R.O.P. Federation are state-wide organizations serving the industry. The Extension program includes working with these associations. Two new county poultry associations were organized. Annual meetings of the state organizations are held at the annual Poultry Institute.

Poultry Institutes

The 7th and 8th annual Poultry Institutes were held at Camp McQuarrie during the summers of 1948 and 1949. Each Institute is for a period of one week, and 250 to 300 registered at each institute.

The 2nd West Florida Poultry Institute was held at DeFuniak Springs with over 100 in attendance.

Conferences

Two-day Hatchery and Breeder conferences were held at the Poultry Laboratory, Gainesville, in 1948 and 1949, with 50 present at each conference.

Two nutrition conferences were held at Gainesville, and the programs included poultry features. Two district nutrition conferences were held in Tampa and Miami. The programs at these conferences are developed primarily for the feed industry of the state.

The Chicken-of-Tomorrow Contest

There were two contests with 40 entries in the Senior Division and 42 in the 4-H Division. The purpose of these contests is to stimulate interest in breeding better meat-type birds. Each entry consisted of 15 cockerels which were graded and judged for meat qualities.

Teaching Aids

Monthly letters to county and home demonstration agents, news articles, and radio talks have been prepared to further the poultry program.

FARM FORESTRY

Extension programs leading towards the protection and development of farm woodlands were planned and promoted in 61 of Florida's 67 counties.

Demonstrational work is carried out in the field through the efforts of 90 county and assistant county agents. The aim is to bring over 3,000,000 acres of farm woodland on approximately 60,000 farms under proper management.

Cooperation with Others

Close cooperation with other agencies is maintained. Private concerns which have contributed to the effectiveness of the Extension Service educational program for farm forestry are the wood-using industries—notably the seven Florida pulp mills, the American Turpentine Farmers' Association, the Forest Farmers' Association, the Florida Bankers' Association, and the State Junior Chamber of Commerce. The state newspapers and radio stations have also lent very effective support to educational programs in farm forestry. During

the past two years, four of the seven Florida pulp mills have made more than 6,500,000 free slash pine seedlings available to Florida farmers and other forest land owners.

Fire Prevention

Extension farm forestry work included promotion of a newly developed Extension program for forest fire prevention by establishing wide, improved pasture grass fire lines around blocks of timber. Restoration and maintenance of game and other desirable wildlife are a feature of this program. Demonstrations in this new approach toward solving the woods burning problem in Florida were established.

Fence Posts

Demonstration plantings of red cedar and catalpa were made in a new attempt to overcome the shortage of good fence posts on farms. To relieve the fence post shortage temporarily, a method of treating non-durable sap pine posts on the farm with wood preservatives was developed, and this information was given to farmers and range cattlemen.

Assistance to Agents

County agents were assisted in planning and executing important result demonstrations in farm forestry, and also in the preparation of circular letters giving information to farmers, news releases for local newspapers, radio talks, exhibits and displays, and in planning and conducting farmers' meetings relative to better farm forestry practices. They were also supplied with new bulletins, circulars, posters, charts, and mimeographed instructions of help in properly developing their woodlands.

The Extension Forester continued work on two small demonstration forest plantings on state-owned land. A number of hardwood species were planted in addition to slash pine and red and white cedar. Seedlings planted were mostly wilding stock taken up in the woods.

Statistical Summary During Biennium

Number of farmers assisted in forest fire protection	20,272
Number of farmers assisted with forest planting	2,604
Number of farmers making thinnings, weedings, and prunings	573
Number of farmers making selective cutting	396
Number of farmers assisted with naval stores production	129
Number of farmers assisted with timber estimating	393

MARKETING

Assisting farmers to make adjustments to post-war conditions has been the primary job of the Extension Economist in Marketing during the biennium.

Rapid changes in the outlook for citrus made necessary the rallying of all available sources to do the necessary educational work requested by citrus growers and others directly or indirectly concerned with the production, preparation for market, transporting and marketing of citrus.

Producers and packers of limes have held several meetings during the past year to determine advisable juice content standards. The Agricultural Experiment Station was requested to conduct research to determine what standards were advisable. The Extension Economist in Marketing has been active at these meetings and in assisting and in presenting to the Experiment Station the need for a project to determine standards.

Florida Citrus Mutual, a grower organization consisting of 80 to 90 percent of the citrus growers in Florida, was organized to stabilize prices. Another group, the Cannerymen's League of Florida, has come into prominence during this period. Several other trade groups are in existence. These groups have been helping their particular interests adjust to changing conditions. The Extension Economist in Marketing has given all the assistance which time permitted to these groups and has assisted in the educational work needed to make the necessary adjustments in the industry.

Pecans

During this period, a series of educational meetings was held to discuss a proposed federal marketing agreement for pecans. This agreement was voted in and has been in operation one year, with growers seeming to be well pleased.

Publications

At the request of the industry, a mimeographed publication has been prepared and distributed on "Citrus Canning in Florida, Early History and Current Statistics." This publication has been very popular.

To meet the needs for information on agricultural cooperatives, a bulletin was prepared in cooperation with the State Department of Agriculture which brings out the essentials for successful cooperation, steps to be followed in organizing cooperatives, and suggested articles of incorporation and by-laws. This publication is being distributed by the Agricultural Extension Service and the State Department of Agriculture.

Watermelon Growers and Distributors Association

The Extension Economist in Marketing is secretary of the Watermelon Growers and Distributors Association. A major objective of the Association is reduction of transit losses. Motor truck movement has increased and with this increase has come many problems. The Extension Economist in Marketing has worked closely with agricultural groups on these problems.

FARM MANAGEMENT

Farm and home planning with individuals was carried through its eighth and ninth years. This project is primarily an experiment in Extension methods with low-income farm families. Two hundred fifty-nine families were served. About 1,500 recommendations were made each year, of which about 70 percent were carried out in a creditable manner. Conservative estimates of the value of additional production on the farms range from \$50 to \$700, with an average of \$220 per farm annually. This is an average increase of about 10 percent annually over previous years.

Annually a table is provided to teachers of veterans for determining size of farm business based on income and using current prices.

A new record book was devised, containing monthly and annual helps for analyzing the farm business and for arriving at corrective measures. More than 8,000 are now in use.

Farm management discussions were conducted in two annual and 10 district meetings for teachers and 20 local class meetings.

Classroom Teaching

In the fall term of school, two regularly scheduled undergraduate courses in Extension methods are offered and taught by the Economist. Two problems courses, one graduate and one undergraduate, are available throughout the year. A three-week summer school for in service Extension workers is supervised

by the Economist. Four courses are offered. The average enrollments were 26 students in the summer school, 52 in the fall classes, and 18 in the problems courses.

Classroom teaching is followed by assistance in the field. Assistance was given in training 4-H leaders from 21 counties and 4-H officers from three counties.

Analysis of Feeding Trials

During the spring and summer of 1949, the Associate Economist studied the operations of privately conducted beef cattle feeding trials in Florida in which citrus products were used as the principal fattening ingredients. An analysis of the costs and returns of 15 trials involving 894 animals was made and a report showing the results published.

Outlook

Following the National Outlook Conferences in Washington each fall, the Associate Economist prepared a general report entitled "Florida Agricultural Outlook for the Year Ahead." These reports were distributed to 1,200 people who serve Florida farmers.

During the two years the Associate Economist appeared before 37 farmer meetings where he discussed the general subject of agricultural outlook for Florida farmers. The combined attendance at these meetings was approximately 3,400 farmers. Twenty-five radio talks were prepared and delivered on the subject of outlook for various commodities and supplies for Florida farmers.

A mimeographed sheet summarizing economic outlook information important to Florida agriculture was prepared monthly for use of county agents, vocational agriculture teachers, veterans' teachers, rural bankers, and Extension staff members.

AGRONOMY

All phases of field crop and pasture production are included under the Extension agronomy project.

In cooperation with the Tobacco Branch of the Production and Marketing Administration, tobacco sorting and grading demonstrations were held each year in each county where flue-cured tobacco is produced.

Corn

Recommendations were followed by many farmers, as is indicated by the fact that the average yield per acre in 1949 was approximately 23 percent above that for the 10-year period 1938-1947.

Particular emphasis was placed on the use of Dixie 18 corn. It is estimated that 21 percent of the 1949 corn acreage and 30 percent of 1950 acreage was planted with hybrid seed. Hybrid seed corn was produced on 355 acres in 1949 and applications were filed through the Extension Agronomist for enough foundation seed to plant 600 acres in 1950.

In cooperation with county agents, variety demonstrations were conducted in 28 counties in 1949.

Peanuts

Special emphasis was placed on further development of certified seed of Dixie Runner. The Agricultural Experiment Station produced 20 tons of foundation seed in 1949 for distribution to producers of certified seed. Nine farmers produced certified seed of Dixie Runner on 432 acres in 1949, and 20 are producing certified seed on approximately 800 acres in 1950. Many other growers are producing uncertified seed.

Flue-Cured Tobacco

As a result of widespread adoption of Extension recommendations for control of weeds, insects, and diseases, and for correlation of soil type, fertilization, and spacing, the average yield of flue-cured increased from 721 pounds per acre in 1941 to 1,079 pounds per acre in 1949.

Because of the unusually heavy damage by nematodes during the 1949 season, demonstrations on the use of soil fumigants for nematode control were staged at the annual Extension Workers Conference in October, 1949, and demonstrations were carried out in the major tobacco counties in 1950.

Grain Sorghum

In cooperation with county agents, Grain Sorghum variety demonstrations involving recommended varieties and others showing promise were conducted in 26 counties in 1949. Three promising varieties from Costa Rica were included in four of these demonstrations.

Cotton

Experimental plantings of Sealand 542, a long staple cotton, have been made for several years. Information on yields, prices, staple length, and cultural practices were furnished to county agents in central and northern Florida to guide them in making recommendations to interested farmers.

Summer Cover Crops

In 1948, a small quantity of the seed of an early maturing strain of Hairy Indigo was released to the Extension Agronomist by the Experiment Station. Six lots of this were placed with growers in North Florida for the beginning of a seed production program. Other lots released to Soil Conservation Service were placed with cooperators in soil conservation districts. Eleven growers produced certified seed from 78 acres in 1948. In 1949, certified seed were produced on 568 acres by nineteen farmers. Other growers produced uncertified seed for planting in 1950.

VEGETABLE CROPS

Recognition of the importance of the vegetable industry in the agricultural economy of the state is reflected by increased emphasis on Extension work in this field. Since June 1, 1948, three specialists have been added to the staff.

These specialists have used a variety of methods in reaching people of the state with educational programs. Short courses or schools for specialized groups have been held. Assistance has been given state-wide groups, such as the Florida Seedsmen's Association, Florida State Horticultural Society, Florida Fruit and Vegetable Growers Association, and Florida Ice Association, in arranging or presenting programs. In cooperation with the Agricultural Experiment Station, field days for growers have been held at various Stations and Laboratories. County agent training schools have been conducted. Community and area meetings for growers have been held and assistance has been given to individual agents, growers, and others by either personal visits or by correspondence. Special emphasis was placed on the training of produce handlers in retail stores so they would be better qualified to handle and display fruits and vegetables to the best advantage.

In addition to organized meetings, personal visits, and correspondence, timely information on production and handling methods, insect and disease control, and other such subjects was released through newspapers, magazines, radio, and as circulars and mimeographed material. One of the methods used that

has been most favorably received has been a newsletter of current technical information prepared primarily for the use of county agents.

CITRUS

During the biennium, the Florida Citrus Industry regained its firm financial position. This came as the result of (1) the phenomenal increase in frozen concentrate production and the resultant competition for fresh fruit; (2) Arizona, California, and Texas suffered severe freeze damage; (3) the State Legislature passed the "1949 Citrus Code" which required that higher maturity and grade standards be met; and (4) the most complete organization of Florida growers in the history of the citrus industry (Florida Citrus Mutual) and this organization's establishment of minimum or floor prices during strategic periods.

The Florida Agricultural Extension Service played an important part in encouraging and assisting the industry with their programs.

In 1948 the State Extension Citrus Advisory Committee encouraged the formation of County Citrus Advisory Committees to be composed of the County Agent and three to five growers, packers, processors, or other outstanding citrus men. This committee would assist the agent in promoting and activating a county-wide citrus program based upon the needs of the growers.

At this time, 85 percent of the citrus producing counties have these committees actively engaged in citrus programs and the remaining counties are in various stages of organization. These committees were very active in holding grower meetings for the development of Florida Citrus Mutual, the U. S. Senate hearings, and the Governor Warren hearings.

In addition to the industry-wide programs, the Extension Service is endeavoring to acquaint growers with a working knowledge of the latest research findings. This is carried on through a planned program of institutes, seminars, tours to the various Experiment Stations, grower demonstrations and local county tours. Each year the county agents meet at the Citrus Experiment Station for two days of intensive schooling so they will keep abreast of citrus research and advise growers on individual citrus problems. As a result of this planned program, all agents in major citrus producing counties now have active demonstrations with from one to three annual county tours organized. The Citriculturist has helped organize and carry out 17 county tours to the Citrus Experiment Station. He has made radio talks and written timely articles for industry magazines, presented papers before the State Horticultural Society, acted as Chairman of the Citrus Committee of the Florida Agricultural Outlook Committee, prepared seven mimeographed papers for county agent use, and conducted numerous budding and grafting demonstrations for growers, Home Demonstration Clubs, and 4-H Clubs.

During the time the use of Parathion was being undertaken by citrus growers, the Citriculturist gave grower demonstrations and trained spray crews in the recommended precautions for its use.

SOIL AND WATER CONSERVATION

The Director of the Florida Agricultural Extension Service is Administrator of the State Soil Conservation Board. The Extension Soil Conservationist assists the Administrator with the details of this work.

At the annual meeting of the Florida Association of Soil Conservation District Supervisors in 1949, a Memorandum of Understanding was drawn up between the Florida Agricultural Extension Service and Florida Association of

Soil Conservation District Supervisors. This Memorandum of Understanding has been signed by the Director of the Extension Service and the President of the Association of Supervisors, and should result in a more unified soil and water conservation program in Florida.

Several field and pasture tours have been held. These are usually arranged jointly by the Supervisors of the local Soil Conservation District, the County Agent, and technicians assigned to the local Soil Conservation District by the U. S. Soil Conservation Service. On these tours a number of cooperators' farms are visited, where soil and water conservation practices have been applied.

At the beginning of the Biennium, there were 43 Soil Conservation Districts chartered in Florida. Since that time five new Districts have been chartered. During the time covered by this report, three districts have had their boundaries extended.

AGRICULTURAL ENGINEERING

The Agricultural Engineering phase of the Extension Program is concerned with power economy, labor efficiency, and proper use of materials.

One of the most useful aids in bringing to the attention of farm people the importance of properly constructed and well arranged farm buildings has been a scale model of a farmstead. This model includes all buildings on a West Florida tobacco farm or Central Florida dairy farm. It has been shown at four large fairs which were attended by more than 1,000,000 people.

The Specialist has talked to 3,500 farm people on housing and farm building problems in addition to fulfillment of speaking engagements for various groups totaling 1,200 people.

A farm building plan service is maintained to furnish approved plans for all needed buildings. In addition to the 275 plans furnished by the U. S. Department of Agriculture Plan Exchange Service, 45 additional plans have been developed which are designed to meet Florida conditions. In answer to requests from farmers, 9,351 sheets of building plans have been mailed during the past two years. Two thousand five hundred plans were furnished as a reference file for County and Home Demonstration Agents, Vocational Agriculture and Veterans' Teachers.

Electrification

On July 1, 1948, about 40,000 or 65.4 percent of the Florida farms were receiving electricity. They were served by 15 REA Cooperatives, three major power companies, and several minor power companies and municipalities with rural lines. Estimates show that on June 30, 1950, about 50,500 or 82 percent of the Florida farms were connected to the electric lines. This increase of 10,500 electrified farms has been the greatest increase in any two-year period.

The basis of the farm electrification program has been the promotion of proper wiring.

Since the majority of Florida farms are receiving electricity, more emphasis is being placed on selection, care, and profitable use of electrical equipment. The Farm Electrification Specialist used a homemade motor table to demonstrate how electricity can replace expensive hired help. The Specialist also converted a treadle sewing machine to electric and mounted it in a portable carrying case so that it could be shown over the state. Circular 85, "Convert Your Treadle Model to an Electric Sewing Machine" was written by the Specialist. He has given 27 talks and demonstrations with the motor table or converted sewing machine to 9,200 rural people. The Specialist also constructed

a homemade electric chick brooder which has been shown in fairs and exhibits to encourage use of electricity in brooding chicks.

Selection, care, and safe operation of electric appliances were discussed at nine meetings attended by 339 rural people. Films concerning rural electrification, electric appliances, and water systems were shown at meetings and leaflets on those subjects were distributed.

During 1948 and 1949, County Extension workers assisted 4,317 families to obtain electricity, 6,521 families in the use of electricity in the home, and 1,258 families in using electricity to produce income.

The Agricultural Engineering Specialist participated in planning or conducting 42 farm machinery demonstrations and exhibits which carried factual information to 10,500 farmers. In addition to these demonstrations, 17 tractor-driving contests were conducted in 17 counties in which 304 4-H club boys and parents of club members participated. These contests were witnessed by 9,660 spectators.

A seed dryer designed by the Extension Agricultural Engineer proved a success and at present there are 22 drying plants throughout the state. The Specialist has assisted in the design and installation of 14 combination (hay and seed) dryers.

Eight fence post treating demonstrations have shown a farm process for treating fence posts against fungus and insects to 2,600 farmers.

Requests for information and personal service were most frequent in the subjects of drainage and irrigation. During the period covered by this report, the Specialist assisted 23 farmers with the design of irrigation systems which vary in cost from \$1,250 to \$20,000. Twenty-six farmers were given on-the-spot assistance in farm drainage problems.

The County Agricultural Agents reported assisting 4,354 farmers in drainage and 1,820 with irrigation problems.

CITRUS GROVE MANAGEMENT

This project has been carried on for 19 seasons.

The individual summary report for each of the 215 groves of the study in 1947-48 that were over 10 years of age included for the first time the ranking of that grove for each of the seven items: (1) boxes harvested per acre, (2) fruit returns per acre, (3) operating costs per acre, (4) returns above operating costs per acre, (5) spray and dust materials cost per acre, (6) fertilizer materials cost per acre, and (7) nitrogen per box of fruit harvested. These rankings enabled the cooperator to know how his grove stood in relation to others of the group. Thirteen counties were represented in the 1947-48 reports.

Growers continued to show a great deal of interest in citrus cost and return records and the resulting reports. Some growers studied summary reports to help them decide whether to purchase additional citrus acreages. Many growers and processors were interested in the reports as a basis for formulating long-term leases of citrus properties and contracts for long-term purchases of citrus fruit from stipulated groves. Some prospective grove owners requested copies of these reports to assist them in deciding whether to purchase citrus properties and in determining grove values. Life insurance companies and others interested in making loans on groves used the reports to assist them in formulating their contracts for loans and for repayments. Various segments of the citrus industry used the reports to assist them with their particular problems. Many processors, particularly concentrators, were interested in production costs and

returns for use in their processing work and in prospective grove purchases. Real estate dealers used the reports to assist them in handling citrus properties.

Articles were prepared for publication in citrus and other publications. Copies of several publications were supplied each student of several classes in horticulture, farm management, and agricultural marketing in the University of Florida College of Agriculture. Data were also supplied teachers of vocational agriculture for students of their classes.

APICULTURE

The national yield of honey per colony for 1949 was 41 pounds and Florida's yield was 56 pounds per colony from 189,000 colonies. Florida normally ranks fifth or sixth in honey production in the United States.

Radio talks were given by the Apiculturist during the biennium on timely and seasonal suggestions on honey production. Much of the beekeeping information provided by the Apiculturist is transmitted by correspondence with the field.

The Florida Beekeepers Association sponsors the honey exhibits at the Florida State Fair each year. The Apiculturist supervises the exhibits and promotes an educational exhibit on beekeeping.

Since marketing is the No. 1 problem, beekeepers were assisted by the Apiculturist in organizing the Florida Honey Cooperative. This promises to be the largest honey packing plant in the Southeastern States.

Beekeeping is a highly specialized phase of agriculture and is interrelated with production of many crops. Cooperative projects with the Departments of Agronomy and Horticulture of the Agricultural Experiment Station were carried on in clover and watermelon pollination. Several colonies of bees were moved into Jefferson County to help pollinate legume crops. Pollination crops were set up and seed yields were determined with and without honeybees. At the North Florida Experiment Station, pollination coops were set up on Dixie Crimson clover. It was found that only 3 percent of the seeds in the heads of clover were set without bees, while the coop with bees set 72 percent of the seeds in each head. It was also found that 83 percent of the seeds in the heads of clover were set with bees and other insects.

Project work is carried on with the Plant Pathology Department of the Agricultural Experiment Station in the identification of honey plants and also with the Department of Entomology of the Station in the introduction, selection and growing of honey plants.

Publications by Specialists

Circulars and pamphlets on special phases of beekeeping are published and distributed throughout the state. The subjects for circulars and pamphlets recently prepared include "The Installation of Package Bees," "Requeening the Colonies," "How to Move Bees," "Protecting the Colonies from Other Insects and Wild Animals," and "Preparing the Colony for the Honey Flow." The Apiculturist assisted beekeepers in their efforts to increase use of honey by cooperating with the Extension Home Industry Specialist in preparing a bulletin on Florida Honey and Its Uses. A beginner's bulletin in beekeeping is in the process of being published.

NEGRO WORK

Activities and accomplishments of the Negro Extension Program have been mentioned throughout this report since this work is a part of the over-all

Extension Program. The work with negroes has been designed primarily to improve the lot of rural negroes through home improvement, more adequate diets produced on the farm, and the development of supplemental enterprises. The 21 Negro Agents are located in counties having large rural negro populations. The Negro Agents carry on 4-H Club work with negro boys and girls and promote improved practices among adults by use of demonstrations and other appropriate methods.

In 1949, 3,587 farm families and 2,468 other families were benefited by the programs of the Negro Agents. Four thousand eight hundred eighty-two boys and girls were enrolled in 4-H Club work. As indicated by these figures, the cooperation of the negro farm families has been excellent.

Negro Agents were kept informed on new research information by the Extension Specialist Staff located at Gainesville and Tallahassee, through talks at the Annual Conference and by trips to experiment stations over the state.

Respectfully submitted,

H. G. CLAYTON

Director

REPORT OF THE DEAN OF THE COLLEGE OF ARCHITECTURE AND ALLIED ARTS

To the President of the University

SIR: Architecture and the kindred arts, dealing as they do with the living problems of human beings, are assuming a place of ever increasing importance in Florida. The Department of Art, for example, has grown ten-fold in the last decade, and the Department of Architecture was last year the fifth largest in the nation.

The College of Architecture and Allied Arts offers professional programs in Architecture, Building Construction, Landscape Architecture, Painting and Drawing, Commercial Art, Interior Design, and Crafts. Graduate programs in Architecture and Building Construction are well established, and a graduate program in Art, the first in Florida, has been set up. The College offers courses in its various subject-matter fields to students in other colleges of the University, and through its developing Center of the Arts and its Bureau of Architectural and Community Research services to the state at large.

All of the professional curricula and the elective course offerings have been carefully and critically revised during the biennium to meet the needs of an increasing student body and to keep abreast of developments in the professional fields. The College has continued to be selected for inclusion in the list of accredited schools of architecture by the National Architectural Accrediting Board, and has continued to extend its work beyond the campus through exhibitions and professional seminars.

Increased enrollments during the biennium have made it necessary to add sixteen new members to the faculty, including, for the first time, a visiting professor in Art. The staff continues to be active in professional organizations and one member has assisted in no small way in the development of a master guide plan for the city of Gainesville.

During the biennium, the collection of visual material has been built up from almost 4,000 to nearly 6,000 slides, and is now one of the finest in the South. Moreover, for the first time, a small space has been made available which is devoted wholly to exhibitions of work in architecture and the arts. Although

little progress has been possible in solving the critical problem of overcrowded drafting rooms and studios, it is gratifying to report that with the beginning of the 1950-51 session, most of the space assigned to the College of Architecture and Allied Arts will be in the temporary one-story buildings on the campus, rather than in the ill-lighted attics and garrets which have housed the College since its establishment twenty-five years ago.

To teach sound principles of planning, construction, and design to students in architecture and the kindred arts is a difficult task at best. But to attempt to do so without buildings and surroundings which are in themselves an inspiration and an instruction is to make the problem doubly difficult. Uncrowded, well arranged, appropriate teaching space continues, therefore, to be the greatest need of the College of Architecture and Allied Arts.

Respectfully submitted,

W. T. ARNETT

Dean

REPORT OF THE DEAN OF THE COLLEGE OF ARTS AND SCIENCES

To the President of the University

SIR: I respectfully submit the following report on the activities of the College of Arts and Sciences for the biennium ending 30 June 1950.

The past two years have seen a marked expansion and reorganization in the program of the College. The detailed aspects of this reorganization and expansion will be covered later in this report. For the moment they will merely be referred to in passing.

During the academic year 1948-49, 870 students were enrolled in the College. Six hundred seventeen of this group were undergraduates, while 253 were graduate students taking their work in this College. During the second year of the biennium, student enrollment in the College increased to 966. This represents a growth of 11.03 percent for the year. Six hundred twenty-five of this number were undergraduates and 341 were following graduate programs in the College.

During the biennium the Faculty of the College recommended the awarding of 523 Baccalaureate degrees. In this same period 95 Master of Arts degrees, 31 Master of Science degrees, and 11 Doctor of Philosophy degrees were awarded to students who had received their graduate instruction in this College.

During the academic year 1948-49, there were 138 members on the instructional staff of the College. This figure increased to 148 during the academic year 1949-50.

There have been several significant changes in the structural organization of the College since the last report was issued. The School of Pharmacy was established as an independent College on 1 February 1949. The Department of Journalism was created a school on 1 July 1949. Two of the Departments existing at the beginning of the biennium were divided into their integral parts. The Division of Language and Literature was constituted as two separate Departments. The same separation was effected in the case of History and Political Science.

CURRICULAR EVALUATION AND REVISION

In the fall of 1948 the faculties of the various Departments in the College were requested to engage in a program of self-evaluation with reference to

their respective course offerings. The results of these departmental analyses were presented to an all-College committee which was charged with the responsibility of evaluating departmental offerings from a standpoint of an overall College philosophy. This program is far from complete. It will, in fact, constitute one of the continuing activities of the College based on the realization that changing conditions will of necessity require a changing emphasis in many fields of liberal education.

The Curriculum Committee is no longer concerned exclusively with the proposed additions to the curricular offerings in the College. It has also been authorized to recommend to the Dean and to Departmental heads that courses be deleted, other courses be developed, and that sequential programs be established.

The College program of curricular revision grows out of our sincere belief that we have a dual responsibility in this field. The establishment of a program of general education during the first two years of a student's college career implies that his last two years will be devoted to study in his field of specialized interest. To this end we have provided for a system of departmental and group majors. Students are required to do certain prescribed work in their specialized fields in order to qualify for a degree.

In addition to offering programs of specialized training, the College of Arts and Sciences must also be concerned with the continuation of liberal education. Consequently, we are currently engaged in a methodical scrutiny of the course offerings of the College. It is intended that this evaluation will result in a curricular revision so that each department will have certain courses specifically designed for majors in the field but at the same time will have other courses carefully designed to offer maximum cultural benefits to non-majors in that field.

Some of the more significant curricular modifications during the past two years are:

1. The establishment of a Ph.D. program in the Departments of Physics, Political Science, Spanish, and Speech;
2. The introduction of a program of work in Library Science;
3. Complete reorganization of the Chemistry curriculum;
4. Consolidation of courses previously authorized so as to provide more adequate training in meteorology;
5. In the Department of Mathematics new "service" courses were introduced for engineering and physics;
6. A special program of English for foreign students was established in support of the expanded Latin American areas program;
7. In further support of the Latin American areas program pertinent courses were added to the curricula in the fields of History, Political Science, and Sociology;
8. Because of the increasing significance of the Far East, courses dealing with the history and government of this area were introduced into the curricula of the College;
9. Introductory and secondary courses in the Russian language were introduced.

Two additional Departments were added to the College during the past biennium. The Division of Language and Literature was discontinued and in its place we set up the Department of English and the Department of Foreign Languages. A similar separation was effected in the case of the Department

of History and Political Science. Because of the expansion of course offerings and increased teaching personnel, each of these disciplines was established as a separate department.

The University of Florida Public Administration Clearing Service was established in the Department of Political Science in 1948. The work of this activity has led to the establishment of three publication series: *Studies in Florida Administration*; *Studies in Municipal Administration*; and *Civic Information Series*. During 1949, studies have appeared on "Florida's Budget System," "A Merit System for Florida," "Research for the Legislature of Florida," and "Central Purchasing for Florida." The first three studies were made at the request of a joint committee of the Legislature, the last at the request of the Governor.

The Department of Journalism was designated as a School in the College of Arts and Sciences on 1 July 1949. Mr. Rae O. Weimer was appointed Director and during the ensuing year he has served most efficiently in that capacity. At the end of the first year of his administration the affairs of the School were found to be in such satisfactory condition that the American Council on Education for Journalism granted it accreditation. This was the only School of Journalism in the United States so accredited during that year.

FACULTY PERSONNEL

With extreme regret I report the death of Dr. Townes Randolph Leigh who served the University for 29 years as Head Professor of Chemistry, Dean of the College of Arts and Sciences, and Vice President of the University.

During the biennium three members of our teaching staff were retired from active duty: Dr. J. Miller Leake, Head Professor of History and Political Science; Dr. Earnest G. Atkin, Professor of French; and Dr. L. C. Farris, Associate Professor of Language and Literature. For reasons of health, Dr. Arthur A. Bless has found it necessary to request that he be placed on a half-time teaching schedule.

Resignations took from our staff Dr. George G. Fox, Head Professor of Philosophy; Dr. Wayne C. Eubank, Associate Professor of Speech; Dr. Edward S. Quade, Professor of Mathematics; Dr. Wendell C. Schaeffer, Assistant Professor of History and Political Science; Dr. J. C. Schramm, Assistant Professor of Speech; Dr. H. E. Spivey, Professor of Language and Literature; Dr. Thomas B. Stroup, Professor of Language and Literature; and Dr. Staring B. Wells, Associate Professor of Language and Literature. Each of these men made a valuable contribution to the work of the College during his incumbency. Their absence will be felt as we plan for the future.

To replace these members of our staff who are no longer active on our faculty and to provide necessary additions to handle the increased instructional responsibilities of the College, 39 new appointments in ranks of Instructor and above were made during the biennium. Five of these appointments were made in the rank of Professor, three were appointed as Visiting Professors, five were Associate Professors, ten were appointed Assistant Professors, and sixteen were appointed Instructors.

In addition to these increases in the teaching staff, Dr. Ralph E. Page was appointed Dean and Professor of Political Science. Dr. Stan E. Wimberly, Associate Professor of Psychology, was appointed Assistant Dean. Mr. Rae O. Weimer was appointed Director of the newly created School of Journalism, and Dr. F. E. Ray was appointed Director of Cancer Research.

New head professors were designated as follows: Dr. A. P. Black, Chemistry, *vice* Dr. T. R. Leigh, deceased; Dr. Joseph Brunet, Foreign Languages; Dr. Manning Dauer, Political Science; and Dr. Rembert Patrick, History, *vice* Dr. J. M. Leake, retired.

As was mentioned before, there were 148 members on the instructional staff of the College on 30 June 1950. This represents an increase of ten over the number serving in this capacity at the beginning of the biennium. In addition to this so-called "first line" faculty, a deliberate attempt has been made to utilize certain academic specialists in University College. As a result of the splendid cooperation which we have received from Dean Little, it has been possible to arrange a rather extensive exchange of personnel between the teaching groups of Arts and Sciences and University College. In this way, it has been possible for the various departments in Arts and Sciences to present a much wider range of specialized course offerings. By the same token, staff members of University College are enabled to offer work in their field of specialization in advanced undergraduate and graduate levels.

STUDENT PERSONNEL

In my judgment, probably the most significant development in the activity of the College during the biennium was the establishment of a program of academic counselling.

Dr. Stan E. Wimberly was appointed Assistant Dean of the College in July 1949. One of the major reasons motivating this appointment was the necessity for an improved and expanded program of academic counselling for our large student population.

It appears quite fitting and proper to note in passing that Dean Wimberly has fulfilled the responsibility of his new office in a most efficient manner. The success of this program is due almost entirely to his efforts. The efficacy of our new program must be attributed to his work in this field and the contribution made by the members of the Counselling Panel which he established.

Twenty-two staff members, representing the various departments of the College, have been constituted a panel of undergraduate major advisers. These advisers meet as a group once each month for the purpose of discussing common problems and to establish general policies pertaining to the counselling program. The individual members have at least one conference each semester with each student assigned to them.

Through the cooperation of the Board of University Examiners, standardized test results are being obtained for each student in the College. Such test results are made a part of the student's college record. They are used by the adviser to evaluate the student's capacity for work in the College.

Formal appointments between each student and his adviser are arranged through the office of the Assistant Dean. At the time of these interviews, the student and his counsellor map out an academic program which will lead the student to the degree for which he is a candidate. By arranging these conferences during the year, it is possible to avoid the pressure and confusion necessarily incident to registration periods.

The student record system of the College has been modified and a record card has been prepared for each student. These cards contain all information which has been found to be essential to the proper advisement of the student.

A rating scale has been completed on each student. Each adviser fills out one of these forms on the basis of each interview. These reports deal with

physical characteristics, personality traits, and character analysis. The ratings, together with information pertaining to the student's personal history and background, become a part of the permanent college record.

FACULTY ACCOMPLISHMENTS

As a newcomer to the University of Florida with no particular bias I have been able to judge and evaluate the faculty from a more or less detached point of view. I would be remiss in my duty if I failed to call the attention of the President and the Board of Control the splendid cooperation which I have received from this distinguished group of educators. To the best of my recollection, there has been no single instance where I have requested assistance from any member of the faculty, that such assistance has not been forthcoming. Many members of the faculty have gone far beyond the call of duty giving me help and assistance which has made my work during the past two years immeasurably easier than it might otherwise have been.

In addition to their normal activities within the College of Arts and Sciences, the members of the faculty of this College made a great contribution to the work of the University. One hundred twenty-three memberships on University Committees were held by members of the teaching staff of the College.

During the past two years members of this faculty published 19 books, 140 shorter articles, six abstracts, and 18 reviews. These learned publications were in addition to numerous papers and research reports prepared for presentation at various professional meetings. In addition there were literally hundreds of speeches which members of our faculty made in their professional capacity.

Staff members of the College of Arts and Sciences are currently serving as editors of the following publications: *The Florida Historical Quarterly*; *The Journal of the Florida Academy of Sciences*; *The Journal of Politics*; *The National Players Magazine*; *The Southern Folklore Quarterly*; and *The Southern Speech Journal*.

Increased appropriations during the biennium made it possible for members of our staff to participate actively in state, regional, and national meetings of learned societies in their respective fields. This participation has taken the form of reading papers, taking part in planned discussions, and serving in numerous official capacities. Some of the more outstanding illustrations of the varied scholarly activities in which different members of the faculty of this College engaged during the biennium are:

Appointed Research Assistant, American Museum of Natural History;
President, Society of Sigma Xi;

United States Representative on UNESCO, Committee on Translations;
President, Southeastern Folklore Society;

President, Language Section, American Association of Teachers of Spanish and Portuguese;

Elected to membership, "Sociedad Guana"—the first North American ever so honored by this Association;

Editor, Social Science Service, Dryden Press;

Assistant Editor, Stanford University Press;

Assistant Editor, Yale University Press;

Secretary, South Atlantic District, United Chapters, Phi Beta Kappa;

Visiting Professor, Harvard University;

American representative, Edinburgh Bibliographical Society, Edinburgh, Scotland;

President, American Waterworks Association;
Chairman, Southeastern Section, Mathematics Association of America;
President, Florida Council of Teachers of Mathematics;
President, Florida Psychological Association;
Secretary-Treasurer, Florida Psychological Association;
President, North Florida Vocational Guidance Association;
Chairman, Southern Section, Association of University Chaplains;
President, Southern Speech Association;
Member, Executive Council, Speech Association of America;
President, National College Players.

This is not a complete listing of the scholarly activities in which members of the College have participated. It is, rather, a sampling from the various departments designed to show that these staff members have made material contributions in their various professional fields. The number of national offices to which these men have been elected in these associations and the important committee chairmanships which many of them have held, demonstrate conclusively that the value of their academic contributions have been and are being recognized by their colleagues.

PHYSICAL NEEDS AND GENERAL RECOMMENDATIONS

The reports which have been submitted to this office by Department Heads are characterized by stated needs for additional space, equipment, teaching personnel, and research facilities. The administration of the University is well aware of these existing conditions and is making consistent efforts to remedy them. Consequently, this report will refer to such problems only in a most general fashion.

Recommendations have been made in the proposed budget of the College which will care for the most pressing needs for an expanded teaching personnel. Provision has also been made for certain desirable increases in the secretarial facilities of the College. The same situation prevails with reference to proposed increases in Necessary and Regular funds and for enlarged travel allotments. Because these matters have been referred to in the biennial budget, they will not be dealt with in this report.

The activities of certain of our Departments are seriously handicapped as a result of inadequate space. There is need for several additional small auditoria designed to accommodate 150-200 students for lecture demonstration purposes. Additional classroom space is badly needed. A University theatre would solve a problem of considerable concern to both the College of Arts and Sciences and the College of Education. This office appreciates the fact that the University Committee on Space is doing everything possible to cope with a difficult situation and I am more than happy to pay my respects to the Committee for a good job being done in this connection. Nevertheless, additional space and facilities are desperately needed in order that the program of the College may continue to develop in certain fields. Specifically, it is strongly recommended that the proposed remodelling of the Horticulture Building and the construction of the proposed addition to this building be completed at the earliest possible moment. This development will make it possible to provide adequate and badly needed space for the Departments of Mathematics, Physics, and Psychology.

The Departments of Geography and Geology are both seriously limited by

a lack of adequate space. It is recommended that the present Agriculture Building be made available for use by the College of Arts and Sciences as soon as possible and that a number of closely related academic disciplines be located in this building. I propose that Astronomy, Geography, Geology, and Meteorology be housed in this building and that a curriculum on the "earth sciences" be established around that nucleus.

The facilities of Science Hall are distressingly unsatisfactory. I appreciate the fact that this situation is known to you and that every effort is being made to renovate this building. May I suggest that the condition of the building is, in my judgment, rapidly degenerating to the point where it constitutes a definite hazard. It is strongly recommended that this building be reconstructed at the earliest possible moment in order to remedy this situation, and to make additional space available so that the work of the Department of Biology can be expanded along lines which have already been projected.

As soon as funds, space, and additional personnel permit, it is recommended that the College be authorized to establish a Marriage Clinic. Dr. Ehrmann has been doing splendid work in this field during the past year. However, he is carrying this responsibility in addition to his regular teaching obligations and he would be the first to indicate that the contribution being made in this connection falls far short of the needs which exist. This problem is becoming intensified with the increased number of women students and married couples enrolled in the University.

Closely related to the same general field is the need for a program in "Home Making." Budgetary provisions were made for the introduction of such a program in the last biennial budget. However, the failure to secure the release of all appropriated funds made it necessary to delete this item from the budget of the College and consequently it has been impossible to introduce the program. As soon as funds are available it is recommended that serious consideration be given to the possibility of establishing a program which will train students, men as well as women, for the important task of home making. A tentative curriculum in this field has already been prepared and will be implemented as soon as authorization has been granted and the necessary funds made available.

Throughout the entire College there is a recurring need for additional research facilities. The lack of space, financial limitations, and the need for additional personnel qualified to direct advanced research represents a very serious limitation in the program which we are anxious to develop in the College of Arts and Sciences. It seems highly desirable that provision be made to improve these conditions.

It is a relatively simple matter to make budgetary arrangements which will take care of recurring activities in the research field. The supervision of graduate research is a necessary and desirable part of our regular program. Such activity is planned for in advance. It is also quite normal that a certain percentage of the time of each staff member will be devoted to those "extra-curricular" activities which are incident to the proper functioning of the College and the University. Such activities can also be planned for in advance and adequate replacements of instructional personnel can be provided.

A much more complicated problem arises in connection with unusual and non-recurrent activities. A constantly increasing number of our faculty are receiving well deserved recognition in their professional fields. This results in their appointment to major committees in their national societies and their

election to various offices in those societies. Obviously, such appointments and elections place increasing demands upon the time of the staff members involved.

In order to give adequate time and attention to these responsibilities, the staff members should receive a reduction in their teaching load.

Nine members of the staff of this College are now serving in editorial capacities. Proposals are now pending to bring editorships of two additional journals to the campus. If the prestige of the University is enhanced by these activities, it would appear quite proper to recognize the contribution being made by the editors by a commensurate reduction in their other duties.

Staff members in the Departments of Biology, Chemistry, and Physics are currently engaged in research projects sponsored by the Bureau of Naval Research and the Atomic Energy Commission. There is a request now on my desk that the Department of Psychology undertake a research project for the War Department. It would seem desirable that the University contribute in every possible way to the program of national defense. Here again it becomes obvious that such research activities will require a reduction in the teaching loads of the people engaged in that research.

It is recommended that an agency be established within the College of Arts and Sciences to handle problems of this nature. Organizations of this sort already exist in a majority of the colleges in the University. The creation of this proposed unit in this College would make it possible to evaluate proposed activities, correlate them with the regular college program, determine commensurate reductions in teaching loads, allocate necessary funds for equipment and supplies, and to provide the additional personnel needed on an interim basis.

THE SCHOOL OF JOURNALISM 1948-50

The teaching of journalism in the University of Florida came of age in the last year and took its rightful place in the over-all University program of ever-increasing services to the state.

With the help of the editors and publishers of Florida, an expansion program was started in 1948 and on July 1, 1949 the School of Journalism, as a unit of the College of Arts and Sciences, was created by the Board of Control.

Then began an extensive program of revising curricula, setting up new courses and expanding the services to the state. Starting practically from scratch, much new equipment and teaching aids have been added in the last year to facilitate instruction and the orientation of students into professional journalism.

Recognizing the philosophy of the University that all students, regardless of their specialty, must be trained for good citizenship, the new program of the School of Journalism is designed to provide its students with the best possible education and a broad background in the liberal arts and sciences.

Since the journalism student, too, must be educated in the best sense of the word, the new journalism program calls for the student to spend three-fourths of his university career in the liberal arts and social and natural sciences. In the other fourth he is combining this cultural background with learning journalistic techniques and putting into actual practice these techniques.

Fruition of this program came in the Spring of 1950 when the Accreditation Committee of the American Council on Education for Journalism visited the University campus for a first-hand appraisal of the School of Journalism.

As a result of this visitation and appraisal of the School's general program, teaching techniques, faculty, equipment, and results, the School was accredited in the News-Editorial sequence. It was the only school newly accredited this year, bringing the total in the nation to 39. It also became the first accredited School of Journalism in Florida.

Need for better trained newspaper and advertising personnel, which was pointed up by action of Florida's editors and publishers, has been borne out by placement of several of the first graduates under the new program in key positions in the state.

The School is now housed in a temporary building where it has a news room laboratory, a typography laboratory, one class room and office space.

Much remains to be done in developing the School to meet the needs of the state.

Because of lack of space it will be necessary to conduct the laboratory periods for advanced reporting and newspaper advertising in the same room this fall.

Severest criticism of the Accreditation Committee was the lack of permanent quarters, need for more equipment and better library facilities. Solution to the latter criticism lies in establishment of a small library within the School or eventually moving the School in closer proximity of the social science departments and the main library.

In addition to the News-Editorial sequence in which the School was accredited, a sequence in advertising is offered and another in radio news writing is now in the process of being set up. The Accrediting Committee recommended another faculty member be added to head up the advertising courses before accreditation will be possible in that field.

In addition to the criticisms and recommendations for overcoming the weaknesses which were made by the Accrediting Committee, the following are ratings or comments which are of particular interest. They gave a rating of "high" to the effectiveness of the administrative set-up and to the University's plans to expand the School of Journalism to bring about a closer relationship with the press and with the State. The Accrediting Committee noted the temporary quarters in which the School of Journalism is housed but commented also on the new construction which has gone on on the University campus during the last four years and the plans for additional construction which would soon have Journalism housed in appropriate and more adequate quarters. The Accrediting Committee stated that the newspapers taken for use in Journalism building represent an excellent choice of regional United States newspapers. They also recognized the microfilm of Florida papers and the *New York Times* collection in the main Library as being excellent for the use of the School of Journalism. They made helpful comments in regard to expanding the number and kind of books in Journalism which are held by the University Library. The Accrediting Committee also suggested that the School explore the possibility of sending out teams of students to publish weekly newspapers and to make one day visits to daily newspapers and to work out a laboratory plan with *The Gainesville Daily Sun*. The Accrediting Committee gave a rating of "high" to student morale, student-faculty relations, suitability of curriculum, and teamwork of

faculty. In the other items they scored the School as "median" and frequently made helpful suggestions which are indicated in some of the paragraphs above.

Respectfully submitted,
RALPH E. PAGE
Dean

REPORT OF THE DEAN OF THE COLLEGE OF BUSINESS ADMINISTRATION

To the President of the University of Florida

SIR: I submit this report on the growth, activities, accomplishments and needs of the College of Business Administration for the biennium ending June 30, 1950.

The growth of the College of Business Administration is strikingly set forth in a comparison of its status in the last full year prior to World War II and the two years of this biennium, as follows:

	1940-41	1948-49	1949-50
Number of faculty	19	56	71
Number of undergraduate upper division students	240	806	874
Number of graduate students		57	88
Number of undergraduate degrees	82	344	505
Number of graduate degrees		12	18
Aggregate course enrollments including courses in University College	3,280	13,790	13,758

The College of Business Administration has continued to make progress in the fulfillment of its educational objectives and in meeting the goals set up in the six year plan of expansion. The specific aspects of this progress are analyzed under seven headings: (1) Curricular offerings; (2) Enrollments and class sizes; (3) Faculty; (4) Bureau of Economic and Business Research; (5) Placement Service; (6) The University of Florida's Annual Southeastern Business Conference; and (7) the present and future needs of the College.

CURRICULAR OFFERINGS

During the biennium, our entire program of collegiate business training was re-appraised and re-evaluated. This intensive self-analysis resulted in an extensive revision in both the fields of business training and the specific courses provided in the several fields. Insofar as changes in field offerings are concerned, the major significant changes were (a) sub-dividing of the broad field of marketing into several of its specialized aspects giving a curriculum grouping in General Marketing, in Retailing, in Sales and Sales Management, and in Advertising; (b) dividing the old grouping of Economics and General Business into its component parts with a curriculum group in Economics and one in General Business; (c) changing the Labor and Personnel Management grouping into Labor Economics and (d) adding a grouping in the field of Management.

The self-appraisal also resulted in numerous changes and additions in specific course offerings included in each curriculum grouping. For each curriculum, however, there was continued our basic philosophy of a core of fundamental courses dealing with the functions of the economic order, together with several specific tool courses needed in any type of business. The course revisions and additions, therefore, were centered primarily in those courses covering principles and techniques in a given field of specialization. Our course offerings are thus

more realistically related to fields of specialization. This accomplishment was made possible by the expansion in our teaching staff which brought to our faculty additional men trained and qualified in business specialties.

The fields of training now provided by the College of Business Administration are 16 in number and are listed as curricular groupings in the University catalog as follows:

- I. Accounting
- II. Banking and Finance
- III. Real Estate
- IV. Marketing
 - A. General
 - B. Retailing
 - C. Sales and Sales Management
 - D. Advertising
- V. Transportation and Public Utilities
- VI. Public Finance and Taxation
- VII. Foreign Trade and Economic Geography
- VIII. Labor Economics
- IX. Business Statistics
- X. Economics
- XI. Economics of Latin American Trade
- XII. Executive Secretaryship
- XIII. Insurance
 - A. Life
 - B. Property
- XIV. General Business
- XV. Management
- XVI. Public Administration

There has also been an expansion in the graduate offerings in both economics and business subjects. With greater attention being paid to advanced study and graduate degrees, there was added to the traditional master of arts degree, two other degrees: the master of business administration and the doctor of philosophy. Increased enrollment of graduate students for these degrees has not only justified their offering, but also made necessary the expansion of graduate course offerings to better serve these students.

ENROLLMENTS AND CLASS SIZES

In both of my last biennial reports, it was stated that one, if not the most, acute problem faced by the College of Business Administration was overcrowded and large classes. A detailed analysis was given of the number of classes with more than 50 students enrolled. It was pointed out that for effective teaching, classes in business administration should not exceed 30-35 students, while many courses of a very specialized or technical nature would have fewer students enrolled, giving as a desired goal an average of not more than 25 students per class.

I am pleased to report that the increase in the number of teaching staff members during the biennium has resulted in much progress in attaining the goal of smaller classes. Though there are still several cases where classes have enrolled more than 50 students and still too many classes with 40-50 students, average enrollment in undergraduate classes in the fall of 1949-50 was 33 students per class. By departments, the average enrollments per class were:

Accounting—23; Business Organization and Operation—38; Economics—36; and Real Estate—39.

FACULTY

The accomplishments of curriculum revision and reduction in size of classes were made possible by an expansion in the number of faculty on the staff of the College of Business Administration. The staff now totals 71 members, of whom 3 are engaged in full time research in the Bureau of Economic and Business Research. I point to the staff with pride. In training and qualification they rank on a par with that of any of the nation's leading collegiate schools of business. To some outstanding men already on the staff, recent additions have brought us several more men of national reputation—Ralph H. Blodgett in Economics; Robert W. Bradbury in Latin-American relations; Henry G. Hodges in Management; and Henry D. Brohm in Marketing. The younger men added to the staff are well-trained, are doing an effective teaching job, and show promise of developing into positions of prominence.

The staff members have also been making contributions to the body of economic and business knowledge. During the biennium there were published four books: M. D. Anderson's *Total Business Fluctuations*; T. C. Bigham's and M. J. Roberts' *Citrus Fruit Rates*; C. H. Donovan's and Wylie Kilpatrick's *Financing Florida Municipalities in 1948*; and George B. Hurff's *Social Aspects of Enterprise in the Large Corporation*. There were also published forty-one articles in journals, pamphlets, and other periodicals of which 14 were articles in *Economic Leaflets*, published monthly by the Bureau of Economic and Business Research.

BUREAU OF ECONOMIC AND BUSINESS RESEARCH

The Bureau of Economic and Business Research has made satisfactory progress during the past biennium. As a result of a grant from the General Education Board, which was previously reported, the Bureau was placed on a greatly improved operating basis. Dr. R. B. Eutsler, who served as Director of the Bureau since its early beginnings, asked to be released and Dr. George B. Hurff was appointed in his place. Dr. Hurff was added to the staff of the Bureau in September 1948. At the same time Dr. Wylie Kilpatrick was added. These two men have the ranks of Research Economists and have made fine contributions to the activities of the Bureau. In January, 1950, Dr. Felix Muehlner was brought in as Associate Research Economist. While the Bureau is not yet adequately staffed, the three men who make up its personnel at present are equipped to do the kind of things which the Bureau has set out to do.

One of the first projects under the increased staff of the Bureau was a study of industrial location in Florida. This study was completed and published by the Bureau in June, 1949. It is entitled *Industrial Location in Florida: A Guide to Economic Features and to Informational Services*. Two thousand copies of the study were published. There is need for additional copies. The study has attracted a great deal of attention and has increased the interest of Florida industries in other research activities.

In March, 1950, a contract was signed with the Chamber of Commerce of Gainesville to prepare an analysis of the economic base of Gainesville. All of the basic work for this study has been completed and the editorial preparation for publication of the report is now underway with publication scheduled for the fall. In June, 1950, the Bureau contracted with the Federal Housing and

Home Finance Agency to carry out a study of the operations of the residential mortgage market in Jacksonville. This work is now being carried forward and will extend through May, 1951. Through the membership of Dr. Hurff on the Governor's Industrial Development Council, the Bureau participates in the work of that group and provides certain economic information to the State Improvement Commission. In the light of the developments of the Bureau's work in the past year, it is probable that additional contractual work will be requested. Such work is favorably viewed when basic in character and compatible with the purposes of the Bureau.

Finally, a comprehensive study of the development and the present status of manufacturing in Florida has been completed in its data, and, although a considerable amount of editorial preparation of the main study remains to be done, it is planned to publish a popular summary in the fall. After publication of this study, the Bureau will commence work on the allocation of income by counties received by residents of the State of Florida. *Economic Leaflets*, which continues to be published twelve times a year, is still widely read and quoted by the citizens and newspapers of the State.

PLACEMENT SERVICE

The College of Business Administration's Placement Service is now three years old. The work is handled by Assistant Professor Louis Gaitanis, a teaching staff member, assisted by a part-time secretary. Throughout its life, its services have been expanded both for business men seeking competent employees and for our graduates seeking employment. To do this satisfactorily, prospective employers have to be contacted and informed of the training received by our graduates and the students have to be interviewed in order that they may be assisted in obtaining jobs for which they are qualified.

The Placement Service has rendered a worth-while and valuable service, thereby more than justifying its existence. During the past year, permanent personnel data sheets were obtained from some 450 seniors, interviews with students concerning placement numbered 1,500, and 172 employers actively offered positions to more than 350 graduates in their establishments, as follows:

Personnel	3	Real Estate	17
Accounting	42	Credits & Collections	27
Life Insurance	56	Retailing	57
Office Management	12	Executive Secretaryship	4
Property Insurance	28	Sales	90
Banking	12	Teaching	2
Transportation and Public Utilities	11		

The two-fold service to prospective employers and graduates seeking employment rendered by the Placement Service is a worthy adjunct to the teaching program in business subjects. The volume of work involved in this activity makes it necessary that additional personnel be assigned to it so that it may even more effectively serve Florida business men and our graduates.

THE ANNUAL SOUTHEASTERN BUSINESS CONFERENCE

The College of Business Administration, in cooperation with the General Extension Division, established the University of Florida's Southeastern Business Conference in the fall of 1948. The first annual Conference was held October 14th, 15th and 16th of that year. Its aims were set forth in the following langu-

age: "The businessman's task is only partially complete when he understands the problems of his own business. Increasing interdependence of business operations and complexity of present economic problems, further complicated by governmental regulation and restriction throughout the world, make it necessary that the advancing business man study and keep abreast of trends and developments outside his own field. The aim of the Conference is to provide better understanding by business men of the conditions, internal and external, which will bear largely on the future of our expanding economy."

To this Conference were invited top-level business men of Florida and the Southeast. The general theme was: "The Promises of Our Expanding Economy." While the Conference represented a new venture, attendance though not large, was satisfactory. Three outstanding authorities in the United States participated in the Conference: Neil Carothers, Dean of the College of Business Administration, Lehigh University; Alvin E. Dodd, President Emeritus of the American Management Association; and Leon Keyserling, then Vice Chairman, now Chairman, of the President's Council of Economic Advisers.

The second annual Conference was held October 13th, 14th and 15th, 1949. The Conference theme was: "Industrialization—Prospects and Problems." Again those who participated in the Conference were well recognized authorities in their particular fields. They were: Virgil Jordan, Chancellor of the National Industrial Conference Board; Michael Mora, Director of World Trade Development of the International House in New Orleans; B. U. Ratchford, Professor of Economics at Duke University; and L. L. Gellerstedt, Executive Vice President of the Citizens and Southern National Bank and Trust Company, Atlanta, Georgia. Again the Conference was attended by a satisfactory number of business men.

Plans are already made for the third annual Conference, to be held October 19th, 20th and 21st, 1950. Acceptances have already been received from the following who will participate in this Conference: United States Senator Ralph E. Flanders of Vermont; M. S. Szymczak, member of the Federal Reserve Board, Washington; L. R. Boulware, Vice President of General Electric Company; Neil Carothers, Dean Emeritus of the College of Business Administration of Lehigh University; J. Albert Woll, General Counsel of the American Federation of Labor; and Michael Mora, Director of World Trade Development, International House, New Orleans. The Conference has been put on a firmer basis, with the solicitation of memberships taking place far in advance of the Conference. At present there are approximately 75 members who have already paid their membership fees to the Conference. It is felt that the Conference this year will reach a new level and that it will have not less than 200 business men in attendance.

THE NEEDS OF THE COLLEGE OF BUSINESS ADMINISTRATION

The needs of the College of Business Administration are two-fold: First, additional staff and second, a building. Each of these needs are summarized and analyzed below:

1. Additional Staff

To make further progress in reducing the size of classes, to provide for specialized offerings in several areas, to handle satisfactorily a growing volume of extension and correspondence teaching and to provide counselling services for pre-business students in the University College, there are needed 22 additional faculty members. The areas to be served

by these staff members are: Counselling—2; Economics, including an outstanding scholar and specialist in economic history in general and the economic history of Florida in particular—4; Business Law—1; Insurance—2, with one an authority and writer of national prominence and reputation; Marketing—2, with one a scholar and writer well known in the field; Finance—1; Management—1; Real Estate—2; and Extension Service—7.

2. Building Needs

The need for a building to house the activities of the College of Business Administration has been, and still is, its most acute and pressing need. The need for quarters—for a home for the University's important work in business training—has been stated in every one of my earlier biennial reports. It was stated in detail and the urgency of the need emphasized in my 1948 biennial report. Since that report reviews the whole matter of a building for the College of Business Administration, I am reproducing it, with certain changes and modifications, as a part of this 1950 biennial report.

The College of Business Administration, if it is to attain effective performance, must have adequate quarters. It has never had quarters of its own. It has been from the beginning an "orphan" child. From its earliest years when inadequate, over-crowded, and ill-adopted space was available to it in a part of a building, it has never had a place it could call its own. Since those first years, its staff as well as its classroom teaching assignments has been scattered over the entire campus. This situation is not conducive either to good teaching or to good administration.

The need for quarters is urgent. Post-war expansion and its resultant overcrowding has amplified that need and made more pertinent the many recommendations of the Dean of the College for building. Many of the statements in those recommendations are doubly pertinent today. For example, in the 1925-26 Report, it was said, "one, if not the most pressing need of the College of Business Administration is for space, in some respects, almost breathing space." The 1927-28 Report stated, "Ever since its establishment, this College has been without a home of its own. When our College was organized, I was told that it was the policy of the University to provide every new college with a building as soon as possible. We have not received one yet." And in the 1945-46 Report, it was tersely summed up by saying, "The College of Business Administration still continues with no quarters of its own."

The recommendations for a building for the College of Business Administration have been repeatedly made. The Biennial Report for 1927, the first one for the College, contained a strong recommendation which has been repeated biennium after biennium. The needs, as there stated and later restated, are even greater today, and may be summarized as follows: The scattering of facilities makes difficult the building of the *esprit de corps* necessary to effective functioning; virtually precludes contacts between faculty members which develop an understanding and appreciation of each other's work and problems; militates against ready student contacts necessary to good teaching and results in ill-planned and ill-equipped classrooms and laboratories in statistics and accounting. Adequate housing for the College of Business Administration would free the

parts of buildings now occupied by this College and would mean greater space for other Colleges.

The need for a Business Administration Building has been recognized by the Florida Legislature. The Appropriation Act of 1941 carried an item of \$150,000 for a College of Business Administration Building which was made contingent upon availability of funds. (Fla. Statutes, 1941, Chap. 282.10 and 282.11). Building appropriations were also included in the 1945 appropriation act which appropriated \$3,000,000 to the Board of Commissioners of State Institutions for a state building fund for all institutions and enumerated buildings in three groups—A, B, and C—as a “General but not inflexible priority guide.” In group B there was listed \$150,000 for a College of Business Administration Building and in new buildings for University purposes, only a dormitory was given a high priority. (Fla. Statutes, 1941, Chap. 282.24, 1945 supplement). The 1947 Legislature increased the appropriation for state institution buildings to \$8,292,060, confirmed contracts for many buildings already underway and made an additional conditional appropriation of \$4,158,000 for buildings at the University of Florida. A combined classroom and administration building was listed in this group. The College of Business Administration Building was lost “in the shuffle.” (Fla. Statutes, 1941, Chap. 282.27, 1947 Supplement).

The proposed permanent building program of the University, as formulated by the Land Use Planning and Buildings Committee, specifies \$1,000,000 for a Business Administration Building. This constitutes a formal recognition of the need. But such formal recognition is not enough—the need is both great and acute and should be translated into immediate action by making this building one of the first in the permanent construction program of the University during the next six years.

If the College of Business Administration building is given priority by the University in the next biennial appropriations, it is strongly believed that legislative action thereon will be fairly easy of attainment, since appropriations for such a building have been made on two previous occasions and since the business interests of Florida would undoubtedly rally to the defense of such a building project. The University must adequately take care of building and other needs of Business Administration, Agriculture, and Engineering, if it is ever ultimately to provide for the humanities, for the fine arts, for student facilities and for the requirements of its other divisions and colleges. The wealth and income of Florida comes from agriculture, from industry and from commercial and business enterprises. It is these agencies which provide and make possible the taxes which support the University. If they are neglected or if adequate facilities for the training of students who plan to enter these fields is not forthcoming, the very economic foundations of the state are jeopardized. The superstructure of the culture and civilization of Florida can be no greater than the economic foundations upon which that structure rests.

Respectfully submitted,

WALTER J. MATHERLY,
Dean.

REPORT OF THE DEAN OF THE COLLEGE OF EDUCATION

To the President of the University

SIR: In the spring of 1949, the faculty of the College of Education developed a new statement of its functions and purposes, a brief summary of which follows:

1. To develop and prepare competent candidates for teaching.
2. To provide an opportunity for teachers to continue their work at the graduate level, preparing for greater competence, leadership, and research.
3. To conduct and promote research studies and services which provide experiences for developing individuals in scholarship and leadership.
4. To provide on the campus and in the field, opportunities for in-service growth and development of teachers.
5. To assist in placing teachers and other educational workers in situations where they have an opportunity to render service.
6. To provide a laboratory school which offers a superior educational program, providing opportunities for experimentation and research, observation of on-going educative processes, and participation to a limited extent in the teaching process.

In its organization, administration, and operation, the College of Education endeavors to exemplify its faith in democracy by precept and practice. Continuous appraisal of its purposes and functions are made. The staff attempts to demonstrate the philosophy and principles of teaching which are accepted by outstanding educators.

GROWTH

Growth in the number of students registered in the College of Education is reflected by the number of graduates indicated in the following table.

Certificates and Degrees Earned	1948-49	1949-50
Bachelors	291	316
Masters	149	243
Doctorates	4	5
*Post Graduate Certificates	53	44
†Advanced Post Graduate Certificates	29	23
	—	—
Total	526	631

*Thirty-six semester hours of graduate work.

†Master's degree plus 36 semester hours of graduate work.

The course enrollment of students registered in Education on the campus increased from 2,623 in the fall of 1948-49 to 3,340 in the spring of 1949-50.

The largest increase in teaching load is on the graduate level. Half of the graduates in Education are from the Graduate School. Because of the emphasis on advanced training of the teachers of the public schools and the increased number of college and junior college teachers who are taking degrees in Education, there is every indication that the demands for graduate work will continue to increase.

ORGANIZATION

Because of the rapid growth in the number of staff members employed in the College of Education, it was necessary for the College to reorganize. This was undertaken in the spring of 1949 and the College is now operating under a unique type of organization which was developed by the faculty. This organization makes it possible for all staff members to participate in policy formation and program planning. It also provides departments for the purpose of administering its program. Such an arrangement makes it possible for all policies and programs to be formulated democratically and administered by a line organization in which each individual has specific responsibilities.

Provision has been made for members in the various departments to be released from some teaching duties to assist from time to time in active research. Moreover, the College is developing plans for the publication of the findings of student and faculty research. Such publications are to be made available to school people of Florida and to other universities and colleges throughout the nation.

PROGRAM

The undergraduate program in teacher education which has been developed by the staff has been carefully planned to provide for a well-integrated and functional program. This program consists of a sequence of courses beginning in the freshman year and concluding with a period of student teaching which runs from eight to twelve weeks. Each course is planned so that unnecessary overlapping or duplications have been avoided and so that the experiences lead logically to the final course in student teaching. Believing that teachers cannot be developed by class work alone, the staff has provided for all professional courses to be closely associated with the actual teaching which is going on in the laboratory school. More than five hundred students observe and participate in the laboratory school classes each week during the year. A number of the professional courses have been organized in large blocks of time and taught by several staff members. Such an arrangement provides for flexibility and makes it possible for students to be given help in any needed area.

The final experience of the undergraduate is student teaching. This experience is provided in a public school where a carefully selected teacher assists the student as he learns to work with boys and girls. This teacher is specially trained by the staff of the College of Education for the task of directing student teachers. In addition, staff members from the College visit the student teachers at frequent intervals and assist the student and directing teacher with any problems which may develop. This program of pre-service education is attracting wide attention. The College receives numerous requests from other schools of education for copies of the program.

It has been pointed out that a large portion of the work of the College of Education is in the Graduate School. Teachers, principals, supervisors, superintendents, and college teachers are looking to the College of Education to provide advanced opportunities for training and experiences which will help them to improve their competencies as educational leaders. The staff of the College is making a careful analysis of the graduate programs in education and reorganizing many courses so that they will meet the needs of the profession in an adequate manner.

Besides the work on the campus, the College is constantly called upon to provide field services of various types. Extension courses are offered in a

number of centers in the state. Workshops are held in various counties and many members of the staff are frequently called upon for consultant services, school surveys, organizing child study centers, and assisting in school evaluations. Because of the limited number of staff members and heavy teaching loads, the College is unable to meet many of the requests for field services. Four members of the staff have given part time assistance to the State Department of Education. This assistance has consisted of school building surveys, meeting with organized groups, and providing consultant services.

In the summer of 1949, the College conducted eight workshops in eight different counties; and in the summer of 1950, seven workshops were conducted. These workshops are very effective means of bringing together the large group of teachers within a county to work on a specific problem. Staffing these workshops places an additional burden on the College of Education at the time when it has its largest on-campus enrollment.

The College staff is placing considerable emphasis on providing adequate counseling services for students. An effort is made to help students who do not show promise of becoming successful teachers to find other vocational interests, also to help students select the subjects or levels of teaching in which they show promise of succeeding. Closely connected with counseling and guidance is the work of the Placement Bureau. This Bureau is organized for the purpose of assisting teachers to find the situation in which they will most likely succeed and for assisting school officials in locating qualified teachers.

In 1947 the University of Florida undertook the national diffusion of all materials printed as a result of the work of the Sloan experiment in the Universities of Florida, Kentucky, and Vermont, the member institutions of the American Association of Colleges for Teacher Education, and the publications *Learn and Live* and *Better Living* which were published by the Sloan Foundation. Since 1940 over 230,000 booklets have been distributed by the Florida Project. During this period, 1948-50, 6,375 different orders were received for 123,684 books. These orders included 94,061 books about housing, 22,923 about food, and 7,641 about clothing. The value of these orders was \$28,005.02.

In cooperation with the Extension Division, the College is undertaking to improve the extension services provided the schools of the state. An effort is being made to select those activities which teachers can carry on in the field more effectively than they can on the campus and to encourage this type of field study. This is illustrated by the provision which has been made for an entire school system to organize its staff for an intensive study of some recognized problem, and by the establishment of child study centers where teachers come together at intervals to learn to study children.

Numerous other services and programs are being developed. Among these is a plan for making available samples of school art to the teachers of the state. This has been done through the cooperation of the Extension Division and the instructor of school art in the College of Education. An audio visual education experiment is under way, partly financed by a foundation. This study hopes to establish an effective method for including audio visual education as an integral part of the pre-service teacher education program.

NEEDS

The two outstanding needs of the College of Education which must be met if the College is to carry on in an effective way the demands placed upon it are: (1) increased staff, and (2) a new education building.

The teaching load of the present staff is 20.7 students to one instructor. Considering the fact that approximately 40 per cent of the teaching is done on the graduate level where students require individual supervision of research projects and experiments, the student-teacher ratio is dangerously high. The report of the President's Commission on Higher Education recommends a student-teacher ratio of 13 to 1, for upper division work, and 10 to 1 for graduate work. For the College of Education to have sufficient staff to approach this ratio, and to meet the anticipated increase in enrollment of teachers preparing for elementary school work, 23 members must be added. This number does not provide for a sufficient amount of field service and extension classes.

The College of Education is housed in the P. K. Yonge building. This building was originally planned so that 10 per cent of its space was to be used for college classes and 90 per cent for the Laboratory School. Because it has been necessary to crowd a large portion of the college work into this building, conditions have reached the point that it is difficult to maintain a satisfactory program. Besides the special laboratories in industrial arts and business education, only three classrooms are available for college classes. As a result the College is forced to use classrooms which are scattered over the University campus, some of which are almost a half mile from the Laboratory School which is used in connection with all college classes. Two and three professors are being forced to use the offices which were built for one. This arrangement results in poor efficiency and does not provide a satisfactory arrangement for individual counseling of students.

REPORT OF THE DEAN OF THE COLLEGE OF ENGINEERING

To the President of the University

SIR: I have the honor to submit to you the following report for the College of Engineering covering the biennium ending June 30, 1950.

Our modern technological world requires the skill of the engineer in ever increasing amounts. At war or at peace the engineer affects our safety, health, comfort, and our well being. No longer is he considered only as a technical genius to wrest mechanical devices from materials and machines, but today he is called upon also to assist in managerial and social activities affecting not only the individual but also the entire community. For several years the College has not been able to fill the demands for its graduates as made by industry.

As the world calls upon the engineer to perform his tasks—on the one hand to defend our democratic way of life, and on the other, to bring about great blessings for the peaceful existence of mankind—it is but right that the people look to the university for leadership.

This report gives information as to how the various departments of the College of Engineering have accepted the responsibility thrust upon them. Of particular interest is the review of the growth of the College. This may be measured in many ways. During the past two years 482 students received their undergraduate degrees in engineering. This compares to a total of 1,271 degrees given by the College since it was started almost fifty years ago and prior to this biennium. The number of graduate students is increasing and today 85 are registered for graduate work. Doctor of Philosophy degrees in Electrical Engineering and Chemical Engineering are now offered.

Research has reached an all time high. During the past two years over 30

contracts were entered into by the University with various private agencies and and Federal Government for engineering and industrial research aggregating \$705,650. This has been in addition to an appropriation of \$270,059 for the biennium from the legislature to work on special problems affecting our State's industrial growth.

The report of Dr. R. A. Morgen, Director of the Engineering and Industrial Experiment Station, the research division of the College, gives information of vital value to everyone interested in Florida's welfare. Projects on Mold and Mildew, Storm Location, Utilization of Florida Hardwoods for the Manufacture of Paper, Sewage Treatment, Stream Pollution, and many others give information affecting Florida's tomorrow.

The professional staff of the College now consists of 118 full time persons. This does not include 80 persons in the clerical and technician group, and 44 graduate assistants.

The faculty has done outstanding work. This is in part evidenced by the 54 articles published during the past biennium which have appeared in the technical press.

Textbooks published during this period include: "Public Health Engineering, Vol. I," by Earle B. Phelps, "Fundamentals of Power Plant Engineering," by G. E. Remp, Professor of Mechanical Engineering, and the prize-winning "Structural Design in Metals," co-authored by C. D. Williams, Head Professor of Civil Engineering.

During the past biennium Professor N. C. Ebaugh, who has been head of the Department of Mechanical Engineering since 1935, resigned to engage in private engineering practice. Professor Hansen resigned as head of the department of Engineering Mechanics and Industrial Engineering to accept a position as a department head of the Civil Engineering Laboratories of the U. S. Navy. Professor E. P. Martinson has been designated head of the Industrial Engineering Department and Professor W. L. Sawyer head of the Engineering Mechanics Department. Other changes of staff include the following:

APPOINTMENTS

General

Rachel Albertson, Editor, November 1, 1948

Aeronautical Engineering

V. G. Polovkas, Instructor, October 15, 1948

Chemical Engineering

C. W. Rothrock, Assistant in Research, October 15, 1948

Civil Engineering

David Barry, Instructor, June 1, 1949

Frank Bromilow, Associate Professor, September 15, 1948

F. H. Crabtree, Associate Professor, August 16, 1948

A. A. Katterhenry, Assistant Professor, September 1, 1948

H. C. Saxe, Instructor, September 15, 1949

D. B. Smith, Assistant Professor, February 1, 1949

B. D. Spangler, Instructor, September 15, 1949

Marie Woodley, Assistant in Research, September 15, 1948

Electrical Engineering

C. K. Brown, Assistant in Research, September 15, 1948

G. H. Childers, Assistant in Research, July 15, 1948

G. F. Diaz, Assistant in Research, February 15, 1949

W. W. Harmon, Associate Professor, September 1, 1949
W. E. Lear, Assistant Research Engineer, April 1, 1949
F. W. MacDonald, Associate Professor, September 1, 1948
C. E. Miller, Assistant Research Engineer, September 1, 1948
H. A. Owen, Assistant in Research, July 1, 1948
R. H. Redfield, Assistant Research Engineer, February 15, 1948
S. E. Smith, Assistant in Research, July 1, 1948
W. A. Teel, Assistant in Research, October 1, 1948
J. W. Thurston, Associate Professor, September 1, 1949
D. C. White, Associate Professor, September 1, 1949

Industrial Engineering

I. D. Brown, Assistant in Research, July 1, 1949
M. R. Good, Professor, August 1, 1948

Engineering Mechanics

G. P. Boomsliter, Lecturer, September 15, 1949
H. W. Morrow, Instructor, September 1, 1948

Mechanical Engineering

W. H. Bussell, Assistant in Research, July 1, 1948
G. D. McKissock, Instructor, September 15, 1948
K. W. Reber, Instructor, September 1, 1948
L. A. Scott, Instructor, September 15, 1948
G. E. Sutton, Assistant in Research, November 1, 1948

RESIGNATIONS

Chemical Engineering

R. S. Hagerman, Assistant Research Engineer, July 1, 1950

Civil Engineering

David Barry, Instructor, July 1, 1950
R. K. Steele, Instructor, July 1, 1949
Marie Woodley, Assistant in Research, April 1, 1950

Electrical Engineering

C. W. Goyder, Assistant Research Engineer, June 1, 1950
F. W. MacDonald, Associate Professor, July 1, 1950
E. O. Martin, Assistant Research Engineer, September 1, 1948
H. K. Siler, Assistant in Research, April 15, 1950
W. A. Teel, Assistant in Research, September 30, 1949

Mechanical Engineering

J. A. Tankersley, Assistant Professor, September 1, 1948

Industrial Engineering

I. D. Brown, Assistant in Research, July 1, 1950

ENGINEERING & INDUSTRIES BUILDING

Work on part of the first unit of the Engineering Building group was started, and it is expected that this will materially alleviate the present crowded classrooms and laboratories. Occupancy will occur about September 15, 1950. This addition will give 112,000 sq. ft. of space to the departments of Electrical Engineering, Civil Engineering, Industrial Engineering and Mechanical Engineering.

The Mechanical Engineering laboratories and shops are still in badly inadequate quarters. The Chemical Engineering Department is assigned space that should be used by the Aeronautical Engineering Department. The Civil and Mechanical Engineering Departments are occupying space designed for and

needed by the Electrical Engineering Department. As soon as practicable, space should be secured for taking care of these needs as well as for an auditorium for general use.

Particular attention is called to excerpts from the reports of the various departments which follow. Each department has advanced not only its instructional program, both graduate and undergraduate levels, but also its services rendered to the State through research and short course activities.

AERONAUTICAL ENGINEERING

The aeronautical engineering curriculum was strengthened by the addition of new courses in Aircraft Propulsion, Aircraft Materials and Processes, and Aircraft Structures. The curriculum of the department was fully accredited by the examining committee of the Engineers Council for Professional Development.

The department has obtained from surplus sources two complete modern type aircraft which have been cross-sectioned and are used for instruction in airplane design. Several mockups of aircraft operational systems are available in the laboratory for demonstrating the installation and functions of these systems.

The six component wind tunnel balance system has been re-designed and modified for improved operation and has been fully calibrated. The aircraft structures laboratory has been improved by the addition of an alighting gear drop test rig which permits testing landing gear under simulated landing conditions. Equipment for the testing of wing structures has been added to permit both static and dynamic testing. This equipment includes a static load distribution system together with an automatic scanning and recording strain gage apparatus and the dynamic system includes a dynamic oscillator, together with a recording oscillograph.

Facilities for flight testing airborne aircraft have been improved by the department's design and construction of instrumentation installed in the aircraft. This flight testing procedure is unique in the instructional field and it is believed that this department was one of the first in the country to employ this method of instruction.

Wind tunnel facilities at the present time only cover the subsonic range and it is hoped that with the aid of surplus equipment, which was secured during this biennium, to develop supersonic wind tunnel facilities in the near future.

Graduates have secured positions of responsibility in the aeronautical field with employment in the aircraft manufacturing field of the industry, aeronautical research in the Federal laboratories, and aeronautical engineering positions in the airline transportation field. Organizations that have employed graduates in civilian aeronautical engineering positions since 1948 include:

- Douglas Aircraft Company
- Lockheed Aircraft Corporation
- Chance-Vought Aircraft Company
- Consolidated Vultee Aircraft Corporation
- Boeing Airplane Company
- Wright Patterson Air Force Base, Dayton, Ohio
- National Advisory Committee for Aeronautics,
Langley Field, Virginia
- Delta Airlines
- Eastern Air Lines
- U. S. Navy, Jacksonville

U. S. Air Force, Eglin Field
P and B Flying Service, Pensacola

This department has been selected by the U. S. Air Force for the training of regular Air Force personnel in the field of aeronautical engineering.

CHEMICAL ENGINEERING

The 1950 senior class of thirty students was the largest in the history of the department. This class published a booklet in which a page was devoted to outlining biographical data on each student. These booklets were sent to about one hundred prospective employers of chemical engineers in Florida and other parts of the Nation.

The department has revised its undergraduate curriculum and the new curriculum will begin to go into effect in the fall of 1950. During the second semester of 1950-51, the department will offer for the first time a course entitled "Instrumentation and Process Control." This course has been arranged so it may be taken as an elective by seniors in all departments of the College of Engineering.

Frank Skillman, B.Ch.E. 1950, won second prize at the 1950 Annual Convention of the Southern Regional Conference of Student Chapters of the American Institute of Chemical Engineers held at Virginia Polytechnic Institute for a paper that was based on the work that he did on a high honors project.

Graduate Work

It is expected that the first Doctor of Philosophy degree with major work in chemical engineering will be awarded in the summer of 1951. Since the doctorate program was started in 1948 and funds were made available for research assistantships, we have been able to attract to the Campus some very promising graduate material. In addition to four or five of our staff members who are working toward the Ph.D. degree, we now have twelve graduate students. They hold bachelor's or master's degrees from such schools as the University of Wisconsin, Massachusetts Institute of Technology, Vanderbilt University, Ohio State University, North Carolina State College and Virginia Polytechnic Institute.

The department will move to the Hangar during the summer and fall of 1950, except for the research on fluorine and phosphate slimes which will be housed in Reed Hall. The new locations will be superior in some respects to the present locations in Benton Hall and Benton Annex. It is very disappointing that funds were not available to construct enough of the new Engineering and Industrial Building to include the portion that was designed for Chemical Engineering, and it is hoped that funds to accomplish that objective will become available in the near future.

CIVIL ENGINEERING

In August, 1945, the staff of the Department of Civil Engineering consisted of one head professor and one interim associate professor; the registered upper division and graduate class in September, 1945, consisted of one junior, two seniors and one graduate student. From February through September, 1950, 78 bachelor degrees in civil engineering were conferred. The staff of the Department included 20 faculty and seven non-professional persons. The graduate enrollment during the first half of 1950 was 22 students, working for the masters degree.

Development of Departmental Facilities

During the past two years considerable equipment has been purchased and constructed for the laboratories in soil mechanics, concrete, materials testing and sewage treatment research. This equipment has been installed in temporary and crowded areas, greatly restricting its instructional value. The construction of a part of the new Engineering Building will provide better facilities for a part of these functions. Adequate provision is made in this part of the building for a concrete laboratory and the materials testing laboratory. About one-half of the needed space for experimental stress analysis is provided. The facilities for sanitary laboratory instruction will be improved in a temporary location. Office and classroom space will be more adequate than has been possible. Construction of a second part of the building would provide for the complete facilities for the experimental stress analysis laboratory, a photogrammetry laboratory, highway and soils laboratory, surveying equipment laboratory, senior design rooms, wave tank for the development of beach and shore structures, and adequate instructional laboratory in sanitary engineering, and better facilities for housing the faculty and staff.

Graduate Programs

Graduate programs have been offered with specialization in sanitary, public health, highway, structural, and general civil engineering. These courses and programs have been studied continuously by the faculty with the view of strengthening and improving the offerings. It is believed that the most important advance in the work of the Department for the next biennium will be in the development of the work for the doctorate.

Engineering Services

Faculty members in civil engineering have contributed many engineering services to the University in the development of its general expansion program. During the past two years such services have included a study of the water supply problem of the campus, a study of the swimming pool operation, a complete cadastral survey and map of the campus, a survey of the existing storm drainage system, preparation of plans and specifications for extension of storm drainage, preparations of detail plans for highway construction, general supervision of sewage treatment, consultation with the Campus Engineer, the Board of Control Architect, and the University Consulting Architect on varied phases of construction, the coordination and planning of a new engineering building, and general supervision of the construction of the first unit. These services have been performed without a reduction of the regular University assignments. It is estimated that the savings to the University in consulting fees has been in the order of \$25,000 during the past two years.

ELECTRICAL ENGINEERING

A critical situation faced the department at the beginning of the biennium. Laboratories which were reasonably satisfactory for the classes of 10 or 15 students, which had previously been enrolled in the department, could not take care of the classes of 80 and 90 that were entering the instructional program. In addition to the 170 electrical students that required instruction (junior and senior classes) in the dynamo laboratory, there were 175 students of the other engineering courses that were scheduled for instruction in this laboratory.

Similarly, the staff that was adequate for 10 or 15 students could not take care of five or more times that many students. To make things still more difficult,

this increase was general throughout the country so that it was almost impossible to locate good teachers.

Staff

Several of the staff members were honored by various organizations. Professor C. W. Drake was designated as one of the 16 outstanding engineers of the Westinghouse Company, for the first half of the 20th Century. Mr. Paul Tedder, director of the Electrical Engineering research division for the Bureau of Standards, and Mr. Drake were both elected to Sigma Xi, honorary scientific research society. Mr. R. S. Hoff was appointed to Committee No. 4 of the U.S. National Committee of U.R.S.I. Professor J. W. Wilson has served on the executive committee of the Florida Illuminating Engineering Society. Professor Paul Nelson was elected chairman, for the southeastern district, of the A.I.E.E. student branch advisors, and Mr. Harry Owen was designated a member of the educational committee of the I.R.E. to act as counselor of the joint student branch. Professor F. H. Pumphrey was regional member of the sections committee of the American Institute of Electrical Engineers, was vice chairman of the Educational Methods Division of the American Society for Engineering Education, and secretary of the Jacksonville Section of the Florida Society of Professional Engineers.

Laboratories

The inadequacy of the laboratories was met by moving the department to temporary quarters in a sheet metal hangar building. This gave considerably more floor space and permitted some expansion of the instructional laboratories.

In the dynamo laboratory it was possible to add three d-c dynamometer sets, and one a-c synchronous dynamometer set. In addition exploring coil generators, polyphase variable ratio transformers, and loading inductors and capacitors were purchased. Convenient test tables were built, using a plug and jack system so as to conserve the students' time. The number of meters and instruments available was also increased in order to handle larger size sections. Additional types of instrumentation, including meggers, Kelvin double bridges, potentiometers, stroboscopes, and oscillographs, were made available to the students. The added equipment totaled about \$50,000 and has brought the laboratory to a position of leadership in the South.

The space available for the electronics laboratory, although considerably greater than in the original building, was still inadequate. A large amount of war surplus and government loaned equipment was available and much of it was incorporated into the laboratory program. Instrumentation for this equipment was not available from surplus and so approximately \$35,000 worth of standard signal generators, high frequency bridges, Q meters, vacuum-tube voltmeters, and high frequency cathode ray oscilloscopes were added. This additional instrumentation has brought the electronics laboratory up to the same high standard as that of the dynamo laboratory.

Two specialized forms of electronics study have received special attention. The first is the industrial electronics laboratory. In this laboratory special educational units for the electronic control of motors, for high frequency heating, for voltage control, welding control, and rectifier-inverter operation are available for student study. The second laboratory is for very short waves, generally referred to as microwaves. In this frequency band the electric power is usually conducted through concentric cables or wave guides. Effective labora-

tory equipment for a small student group has been provided for study in this field.

In addition to the instructional laboratories described above, two separate and well-equipped research laboratories in the field of electronics, are being operated in the department.

The Office of Naval Research has sponsored the formation of a small tube laboratory to study the problems of electric power generation at very high frequencies. The equipment and staff for this laboratory are now being assembled.

Graduate Program

Although the graduate program was already well under way at the beginning of the biennium, rapid strides were made during this period. The addition of three very capable young men with doctorate degrees from leading schools of Electrical Engineering justified the proposal to give doctorate work in this field. A formal request for authority to give doctorate work was prepared and submitted to the Graduate Council on October 27, 1949. Approval of the Graduate Council was received on March 14, 1950. The University Senate approved on April 4, 1950, making the University of Florida the third school in the Southeast to offer the Ph.D. degree in Electrical Engineering.

The department granted two masters degrees in 1948-49 and six in 1949-50.

Papers and Publications

In addition to the regular reports to the sponsors of research projects, fourteen papers were presented by the members of the staff during the biennium. Professor Pumphrey also prepared the manuscript for a 700-page text on "Fundamentals of Electrical Engineering" during the biennium. This text will be published in the near future.

Conditions at the End of the Biennium

The department at the end of the biennium was looking forward to the stimulation of moving into the new engineering building, where adequate space would be available, and where equipment would not be damaged by roof leaks in temporary quarters. It is anticipated that with an opportunity to install the already excellent equipment in a well-built modern building, the use of the laboratories will become much more effective. The effect on the morale of the staff will also be great.

There is still much development work to be done but with continued support from the state, the department will continue its present growth. In this way an expanding contribution to the State and nation, both by its research and by the development of highly trained electrical engineering graduates can be assured.

ENGINEERING MECHANICS

On July 1, 1949, the Department of Engineering Mechanics was officially authorized. Until that time the courses now supervised by the Department of Engineering Mechanics were included among the courses in the Industrial Engineering Department and Civil Engineering Department.

The Department of Engineering Mechanics does not offer a baccalaureate degree, but acts as a service department to the professional departments of the Engineering College. The undergraduate engineering mechanics courses are designed to bridge the gap between the basic sciences and the professional courses of the various fields of engineering and to introduce the student to the philosophy of engineering.

Ten graduate courses are offered by this department. These courses may be taken for major credit toward a master's degree in Engineering Mechanics, or as a minor credit by graduate students in other fields of engineering or science. More graduate courses are planned and will be introduced as additional staff and facilities become available. The Doctorate in Engineering Mechanics is not offered at this time by any schools in the southeast. However, plans are being formulated for building up this department in staff, equipment, space and facilities in order that Doctorate work may be introduced in the near future.

The present staff of the Department of Engineering Mechanics is composed of eight instructors ranging from the rank of professor through instructor. The staff has a diversified background of education and experience in engineering, making it well rounded and well qualified for carrying on the work of the department.

In the past two years two members of the staff have been doing part-time research, one on a project entitled "Testing of Rox Timber Connectors," and the other on "Florida Water Conditions and Conservation." In addition, the entire staff has been working on the use of models as training aids in classroom instruction. Additional research projects are planned for the current biennium in the fields of photoelasticity, advanced strength of materials and fluid mechanics.

This department is responsible for the development of the fluid mechanics laboratory in the Reed Laboratory Building. In the past two years new equipment and facilities installed include an experimental setup for determining minor loss in fittings using a rotometer, a new orifice meter, an additional constant head tank and a new system of piping for determining pipe friction. The laboratory needs additional equipment in order to improve the instructional work and equip it for research. Of particular importance are the needs of equipment for instruction in the fluid mechanics of liquids other than water and for gases, and for additional types of water power equipment. A wave tank and model testing basin are badly needed as an extension of the fluid mechanics laboratory. Construction of the wing connecting Reed Laboratory and the new Engineering and Industries Building will complete the fluid mechanics laboratory facilities in which the wave tank and model testing basin are to be housed. When these facilities are available, both fundamental and applied research can be initiated in beach and shore erosion studies of the Florida coastline.

INDUSTRIAL ENGINEERING

During the year, July 1, 1948 to June 30, 1949, the department had a two-fold function in that, in addition to teaching and research in the Industrial Engineering field, its staff taught and supervised all the courses in Engineering Mechanics. The latter phase of its work was in the nature of a service to all departments of the College of Engineering since these courses are required of all engineering students. In the interests of efficiency, growth and improved service to the students, the College, the University and the State, the Industrial Engineering Department was relieved of Engineering Mechanics work on July 1, 1949, so as to concentrate on teaching and research in the Industrial Engineering field.

Since that date the Department of Industrial Engineering has devoted its entire effort to developing and expanding its service to the State through training its students in Industrial Engineering, through Industrial Research

in the Engineering and Industrial Experiment Station, and through cooperating and assisting in other departmental or University-wide conferences or programs. While understaffed and handicapped by lack of facilities and permanent quarters, definite progress has been made. Two particular phases have had particular attention; namely, teaching and research.

Purely classroom lectures and laboratory procedures have been constantly studied and developed in order to encourage the knowledge and abilities of the student to cope with Industrial Engineering and management problems when he enters industry. Considerable improvement has been made in the techniques by adding new equipment, using audio-visual aids and conferences, and plans have been developed for increased efficiency when new space is obtained in the Engineering and Industries Building. Three new and additional courses have been developed and outlined to be started the fall semester of 1950.

The department administers the Florida Industries Cooperative Plan, under which College of Engineering students may work in industry every other semester and spend the intervening semester in college. Under this plan the student gains practical experience along with his college work. It is felt that for many this plan is of great value, as it permits the industry to aid in the development of the student and it permits the student to become acquainted with and gain experience in an industry as well as to earn a great part of the expense of his education. This plan has been expanded during the past year and plans for further expansion are being made.

The department has been of service to other departments and to the Extension Division by furnishing speakers on Industrial Engineering and Management topics for short courses.

MECHANICAL ENGINEERING

The period discussed in this report was characterized by continued high teaching loads due to the influx of World War II Veterans. The rapid expansion of the professional staff which was largely carried out in the previous biennium became stable and the tone of the work accomplished was considerably improved.

The laboratory and research facilities were expanded and improved by means of purchases from budgeted funds, by the donations from industry and by the purchase of war surplus from various governmental agencies.

Instructional Program

The number of students taking Mechanical Engineering courses approximated 1200 each semester of whom 300 majored in Mechanical Engineering. The increase in demand for courses at the graduate level was met by introducing new courses in Gas Turbines and Jet Engines, Advanced Refrigeration, Advanced Mechanical Design, Advanced Air Conditioning. The subject offerings at the master's degree level now cover a wide range of work in the Mechanical Engineering field.

Building Facilities

The Mechanical Engineering Department operates instrument and equipment repair and construction shops for all divisions of the University as well as for the several departments of the College of Engineering. Due to the decrease in the construction of laboratory facilities compared with that required immediately after the war, it was possible to reduce the number of technicians from twenty-three in the previous biennium to seventeen in this one.

The majority of the offices for staff members were continued in temporary buildings. During the biennium the bad fire risk of these buildings made it undesirable to keep other than the bare minimum of personal library and equipment in these offices and shops. The third floor of Walker Hall was turned over to the Department of Art and the work carried on in this space was transferred to the temporary Building C, and placed with the freshman level drawing instruction. The overcrowding in this building and the facilities provided caused a loss in the quality of instruction in drawing and design courses. A portion of the department's activities will be transferred to the new building, which will alleviate some of these difficulties.

The power engineering laboratory was installed in the temporary shed adjoining temporary Building F. This equipment is open to the weather on three sides and further building expansion of this laboratory can not be accomplished until better space is made available.

The teaching and research laboratories were continually improved during the biennium with the present value increased from approximately \$400,000 to \$500,000. The increase in value is largely the result of budget acquisitions of instruments and equipment and by donations from private industries and war surplus.

Respectfully submitted,
JOSEPH WEIL
Dean

REPORT OF THE DIRECTOR OF THE FLORIDA ENGINEERING AND INDUSTRIAL EXPERIMENT STATION

To the President of the University

SIR: The work of the Station is integrated with the other functions of the College of Engineering in a three-fold manner: (a) To make basic studies of engineering value, (b) to aid existing and new industries, and (c) to train graduate students in research on the problems of Florida. Largely through research work associated with the station, the Electrical Engineering and Chemical Engineering Departments were authorized to offer Ph.D. degrees.

In the Aeronautical Engineering Department, a preliminary study on the spray patterns made by different type nozzles when crops are sprayed from airplanes was completed. Plans are being made to continue this work with the aim of standardizing and improving spraying operations from airplanes.

In the Chemical Engineering Department the Paper and Pulp Laboratory was completed and put into operation during this period. The first samples of white paper made from scrub oak were produced, and indications are that scrub oak is a good source of raw material for a white paper industry. An improved carbonated beverage using Florida oranges was produced, and it is expected that it will result in the establishment of a rather sizable industry.

Preliminary work on the utilization of tall oil, a waste product from the paper mills, indicates that a high type varnish may be manufactured for the first time from this waste product. The corrosion work of the Chemical Engineering Department shows promising results with the installation of a new type of cathodic protection system on two commercial size water tanks.

Research on the use of Florida clays for the manufacture of brick and tile has resulted in a recommendation for the establishment of such a plant in the

Jacksonville area. Attention has also been called to the need for a lime burning plant in the State. The establishment of these two plants is dependent upon the availability of capital.

Completion of a project on "Stream Sanitation in Florida" has been the outstanding contribution of the Civil Engineering Department during the period covered by this report. Experimental work at the laboratory indicates that the cost of proper sanitary sewage disposal may be materially lowered under Florida conditions.

The Electrical Engineering Department's contributions continue in the two areas for which the department is nationally known—meteorological instrumentation and a special classified field of research on electronic circuits. During this biennium an extended series of radar pictures of a hurricane were obtained at the laboratory and much progress was made in correlating data on noise created by static disturbances.

Research in the Mechanical Engineering Department resulted in the development of a machine for processing watermelon seed more successfully than has been done hitherto. The field of agricultural mechanization and labor-saving devices on the farm and in the forest are attractive areas for the utilization of mechanical engineering knowledge.

CONFERENCES AND SHORT COURSES

In addition to the primary function of conducting research for the industries of the State, the Station expanded its activities in engineering extension. The primary device used in this area is to establish short courses so that those people who are employed professionally in technical capacities may keep abreast of the latest developments in their fields of interest. During the biennium the following short courses were successfully held:

Electric Meter Short Course—This is the oldest short course conducted by the Engineering College and is now so well established that it draws registrants from practically all the southern states and from several in the middlewest.

Florida Highway Conference—This short course has developed very rapidly and has grown, in the four years of its existence, to be the largest of these courses. The 1950 course had three hundred registrants. Members of the State Road Department, contractors, road builders, and other persons interested in roads have attended and profited from the papers and material offered.

Air Conditioning Short Course—The growth of the air conditioning industry in Florida and the improvements in processes and machinery have made it advisable to hold an annual short course. Response to this course has been enthusiastic and the results obtained have appeared to be well worthwhile.

Public Health Conference—The importance of stream sanitation and the need for proper industrial and domestic waste disposal in Florida prompted the establishment of this short course. Federal, state, and industrial organizations have cooperated to make this series of conferences most successful.

Instrumentation Short Course—The growing tendency of industries both large and small to control manufacturing operations by the use of instruments pointed to the need for this course. This conference attracted registration from all types of industries as well as municipally operated power and water plants. It aids industrial employees, many of whom are University of Florida alumni, to keep up-to-date with the rapidly changing technological picture in instrumentation.

Surveying and Mapping Conference—New methods of surveying and improved mapping techniques were discussed at this conference. A large number of registered engineers as well as other employees of state, county, city and industrial organizations participated in this course.

Structural Conference—This conference was initiated for the first time in 1950 to review and discuss the problems faced by the structural engineer. The response to this first course was most gratifying.

PUBLICATIONS

During the biennium, the Station continued to publish three series of publications—the bulletin series, technical paper series, and leaflet series. In this period, fourteen bulletins, twenty-six technical papers, and fourteen leaflets were published. The list appears below.

Bulletin Series

- No. 21 "Investigation on Dehydration of Tung Nuts," by James T. Leggett and Seymour G. Gilbert.
- No. 22 "Proceedings of the Second Annual Florida Highway Conference," May 31-June 1, 1948, sponsored by the Civil Engineering Section.
- No. 23 "Subsurface Sewage Disposal," by John E. Kiker, Jr.
- No. 24 "Proceedings of the First Surveying and Mapping Conference," October 22-23, 1948, sponsored by the Civil Engineering Section.
- No. 25 "Report on Limerock Research—1941-1948," by C. D. Williams and Mack Tyner.
- No. 26 "Proceedings of the First Annual Public Health Conference," November 12-13, 1948, sponsored by the Civil Engineering Section.
- No. 27 "An Evaluation of Sunniland Crude Petroleum," by H. E. Schweyer and C. H. Edwards.
- No. 28 "Protection of Small Buildings Against High Velocity Winds," by R. A. Thompson.
- No. 29 "Radar Observation of Florida Hurricane, August 26-27, 1949," by M. H. Latour and D. C. Bunting.
- No. 30 "The Development of a Structural Clay Products Industry Using Florida Clays; Part I, The Jacksonville Area," by A. F. Greaves-Walker, P. P. Turner, and R. S. Hagerman.
- No. 31 "Proceedings of the Third Annual Florida Highway Conference," May 9-10, 1949, sponsored by the Civil Engineering Department.
- No. 32 "Phosphate Waste Studies," by R. C. Specht.
- No. 33 "Proceedings of the Second Surveying and Mapping Conference," October 6-7, 1949, sponsored by the Civil Engineering Department.
- No. 34 "Stream Sanitation in Florida," by E. B. Phelps and D. E. Barry.

Technical Paper Series

- No. 22 "Impedance Matching Techniques," by William J. Kessler.
- No. 23 "The Engineering Experiment Station as a Stimulus to the Graduate Program," by Ralph A. Morgen.
- No. 24 "Sewage Treatment Research at the University of Florida," by John E. Kiker and "New Sewage Plant Provides for Treatment, Research, Instruction," by Charles E. Richheimer and Walter J. Parks, Jr.
- No. 25 "Transient-Response Equilization Through Steady-State Methods," by William J. Kessler.
- No. 26 "What Will Be The Relative Humidity?," by S. P. Goethe.

- No. 27 "The Distinction Between Effective and Circuit Bandwidths," by William J. Kessler.
- No. 28 "Measuring Pump Performance During Operation," by N. C. Ebaugh.
- No. 29 "Manufacture of Sand-Lime Brick," by Mack Tyner.
- No. 30 "Production Cost Estimate of Sand-Lime Brick Made in Florida," by M. Tyner and A. F. Greaves-Walker.
- No. 31 "Enthalpy Concentration Diagram for Hydrogen Fluoride Water System at One Atmosphere," by Mack Tyner.
- No. 32 "Research in the Production of Gum Naval Stores," by Hilton E. Ryberg and Harold W. Burney.
- No. 33 "Fungicide-Treated Cotton Fabric Outdoor Exposure and Laboratory Tests," by S. S. Block.
- No. 34 "Special Anodes for the Cathodic Protection of Water Tanks," by A. L. Kimmel.
- No. 35 "Organic Reducing Agents as Air-Driers in Unsaturated Polyester Resins," by D. M. French.
- No. 36 "Tests of Insect Wire Screening," by H. W. Burney and H. B. Williams.
- No. 37 "Diatomite Filters for Swimming Pools," by John E. Kiker, Jr.
- No. 38 "The Technology of Tall Oil with Special Reference to the Paint and Varnish Industry," by D. L. Emerson, Jr.
- No. 39 "The Solvent Extraction of Asphaltic Residues," by H. E. Schweyer and O. M. Brown.
- No. 40 "Construction of Highways over Peat and Muck Areas," by B. E. Colley.
- No. 41 "Intermittent Sand Filter Studies," by G. R. Grantham, D. L. Emerson, and A. K. Henry.
- No. 42 "Special Relativity and the Electron," by Willis W. Harman.
- No. 43 "A Stabilized Voltage-Dropping Element," by Sydney E. Smith.
- No. 44 "Impedance of Resonant Transmission Lines and Wave Guides," by Willis W. Harman.
- No. 45 "Earth as a Heat Source and Sink for Heat Pumps," by S. P. Goethe, G. E. Sutton, and W. A. Leffler.
- No. 46 "Alarm Systems for Condensate Return Lines in Citrus Processing Plants," by C. E. Remp.
- No. 47 "Determination of Minimum Air Requirements for Summer Air Conditioning," by S. P. Goethe.

Leaflet Series

- No. 8 "Design of Plywood I-Beams," by Howard J. Hansen.
- No. 9 "Lightweight Concrete Aggregate from Phosphate Waste," by A. F. Greaves-Walker and P. P. Turner.
- No. 10 "Corrosion Research at the Florida Engineering and Industrial Experiment Station," by A. L. Kimmel.
- No. 11 "Some Notes on Florida Petroleum," by H. E. Schweyer.
- No. 12 "Faculty Personnel Factors and Promotions" by Joseph Weil.
- No. 13 "Weather and Electronics Research," by E. Donald Kennedy.
- No. 14 "Cigar Manufacturing Industry"
- No. 15 "Tung Oil Industry"
- No. 16 "Phosphate Industry"
- No. 17 "Canning Industry"
- No. 18 "Structural Clay Products Industry"
- No. 19 "Lumber and Basic Timber Industries"

No. 20 "Pulp and Paper Industry"

No. 21 "Fertilizer Manufacturing Industry"

OTHER SERVICES

In addition to the research projects, short courses, and the publications, the Station is called upon to answer many inquiries. Every effort is made to supply the requested information. The fact that the Station has come to be considered a clearing house for technical information for the citizens of the state is a contribution of real value. During the past year approximately 4,000 inquiries of all types were given careful consideration and individual reply.

SOURCES OF FUNDS

During the period covered by this report, two and one-half dollars for each one dollar of state appropriations were received by the Station from sources other than state appropriations. It is not believed that this most favorable ratio can be maintained at such a high level, and it is therefore recommended that the amount of state appropriations for engineering research be increased. There are several fields in which further basic research is needed, and this type of work should be supported by the State. It is a well-known fact that the more basic research that is conducted by an organization the more industrial and outside sponsors will be attracted to that organization to continue the work and produce commercial products based on that research. A list of organizations that have sponsored research during the biennium covered by this report is given below:

Canada Dry Bottling Company	Infilco, Inc.
Virginia-Carolina Chemical Company	Swift and Company
American Agricultural Chemical Co.	Tampa Electric Company
American Cyanamid Company	Department of the Army, Corps of Engineers
Kaiser Aluminum Company	U. S. Field Laboratory for Tung Investigations
Department of the Army, Signal Corps	U. S. Air Forces
Department of Agriculture, Forest Service	National Advisory Committee for Aeronautics
National Bureau of Standards	State Road Department
Coronet Phosphate Company	State Board of Health
Stapling Machine Company	Florida Geological Survey
Gate City Sash and Door Company	State Board of Conservation
Insect Wire Screening Bureau	Bail Horton and Associates
Whitmire Tank Company	National Container Company
Simpson Nursery Company	International Minerals and Chemical Company
Cabot Carbon Company	
Sterne and Maley	
The Davidson Chemical Company	

IMPROVEMENTS AND ADDITIONS

During the past year a contract was let for the first portion of the Engineering and Industries Building. Completion of this building will relieve the most critical space conditions in the research laboratories but will not take care of the minimum needs for engineering and industrial research. The first section of this building will adequately house the Electrical Engineering Department, Civil Engineering Department, and part of the Mechanical Engineering Department. The Chemical Engineering Department, including the Paper and Pulp

Laboratory, must continue to be housed in the Hangar Building which at best is a temporary and unsatisfactory building for research purposes. It is hoped that funds can be made available during the coming biennium for another section of the Engineering and Industries Building so that the research facilities may be more adequately housed.

A brief summary of each of the projects, in operation during the biennium, follows:

AERONAUTICAL ENGINEERING

**Robert A. Thompson, M.S. in Eng.,
Department Head**

Project 4419—"Protection of Small Buildings against High Velocity Winds"

—Robert A. Thompson, Leader

This project was started to provide information of a general nature concerning hurricanes and to present the results of wind tunnel tests on several small building models with resulting information concerning economical methods to enable small buildings to better withstand high velocity winds. The results have been published in Bulletin No. 28, issued September, 1949.

Project 4908—"Ground Dispersal Patterns of Airborne Spray Nozzles"

—Robert A. Thompson, Leader; C. R. Pearson

Research into the performance of airborne spray nozzles, of the types currently used in aerial spraying operations in the State of Florida, was conducted. The results of the first tests were significant and indicative of the success of the methods and analysis techniques used.

CHEMICAL ENGINEERING

**Walter H. Beisler, Ph.D., Department Head
Arthur F. Greaves-Walker, D.Sc., Non-
Metallic Minerals, Section Head**

Project 4416—"Fundamental Corrosion Studies"

—A. L. Kimmel, Leader

The corrosion project was started to study the causes and methods for preventing one of the most prevalent destructive forces in our State. To date, seven publications have been prepared on various topics concerning corrosion. An improved method for water tank protection was developed and a field test installation is now in operation.

Project 4514—"Plastic Mounting and Dehydrating of Specimens"

—R. C. Specht, Leader

The method for the preservation of the color and shape of flowers and other biological specimens, and subsequent embedding in plastic articles, which has been developed at this Station, has resulted in the creating of an industry. Considerable interest in the process has been shown by over 300 inquiries from individuals, teachers and business firms who have discussed the possibility of the use of the process in their particular fields. A bulletin describing the process has been written and will be published soon.

Project 4605—"Scale Elimination in Citrus Press Water Evaporators"

—Robert D. Walker, Jr., Leader

Evaporation of citrus press water to citrus molasses has become the most important method of utilizing this very troublesome waste product from Florida's citrus processing plants. Scaling in these evaporators has always been a major problem, reducing evaporator efficiency and capacity, but no satisfactory means of materially reducing the scaling has yet been put into practice. During the period of activity of the project in this biennium, attention has been chiefly

devoted to two problems: (I) the design and construction of a laboratory scale evaporator, and (II) the evaluation of various pretreatments for the citrus press water.

Project 4612—“Veneer Replacement Research”

—R. L. Harvin, Leader

During the last biennium this research project, sponsored by an industrial concern, was brought to a close. The purpose of the project was to develop a suitable substitute material to replace the veneer wood used in wire-bound boxes and crates. A board was developed, using fibers from the Florida scrub oak tree, which meets all the strength and performance requirements and apparently was a suitable replacement for veneer wood.

Project 4613—“Structural Clay Products Parts”

—A. F. Greaves-Walker, Leader

The state has been thoroughly “combed” for clay deposits and exhaustive research conducted on the few clays which gave promise of being of commercial value. In December, 1949, Bulletin No. 30, entitled “The Development of a Structural Clay Products Industry Using Florida Clays, Part I, Development in Jacksonville Area” was published. In this bulletin is described the processing necessary to make the clays in the Jacksonville area, which like all Florida clays have peculiar physical characteristics, workable. Research is now proceeding on the clays in the Tampa area. To date these clays have proven more difficult to process than those in the Jacksonville area.

Project 4916—“Production of Lightweight Aggregate From Florida Clays”

—A. F. Greaves-Walker, Leader

Lightweight aggregate is used to produce much lighter concrete blocks than are now available and also light weight concrete roof slabs and other concrete construction. Many of the Florida clays which are not suitable for the production of structural clay products apparently will produce excellent lightweight aggregate. The preliminary laboratory work has almost been completed and a pilot plant run has been made on one clay. The results of the research to date have been very promising.

Project 4927—“Production of Mineral Wool From Florida Minerals”

—A. F. Greaves-Walker, Leader

This research project was undertaken, in cooperation with the Florida Geological Survey to learn how to produce mineral wool from Florida minerals. Acceptable mineral wool can be produced from mixtures of dolomite, lime and clays, deposits of which are available. To date a study of the processes used, the necessary equipment and location of suitable raw material deposits has been made and drawings completed for the pilot plant, construction of which will begin shortly.

Project 4619—“Phosphate Waste Disposal” (Stream Pollution)

—R. C. Specht, Leader

The project on Phosphate Waste Disposal was a stream pollution study which had been pursued at the request of, and under the sponsorship of phosphate producing companies in the State. The work was completed and Bulletin No. 32, “Phosphate Waste Studies” covering the results of the investigation and study was published. The study showed that under good practice the phosphate companies could operate without polluting the streams and waterways of the State.

Project 4709—“Expression of Tung Meal”

—W. H. Beisler, Leader

This project has as its objective the determination of the relationships existing between the pressure applied to tung meal, the oil extracted and the compressibility of the cake.

Project 4711—“Carbonated Orange Beverage From Florida Citrus Fruit”

—Robert D. Walker, Jr., Leader

This project was undertaken at the request of an industrial sponsor and was supported in its entirety by him. The object was to produce a soft drink beverage base from Florida citrus that would be superior to those produced in other areas. The project was brought to a successful conclusion. The importance of the project to the State is evident when it is recalled that the beverage base may be valued at several million dollars a year.

Project 4719—“Wood Preservation”

—S. S. Block, Leader

The purpose of this project was to investigate methods for treatment of wood and wood products to make them resistant to deterioration by fungi and insects. The use of wetting agents to improve the absorption of preservatives by wood was investigated. It was found that for all types of wetting agents the action was to lengthen the time for absorption rather than to decrease it.

Project 4724—“Heat Transfer Phenomena in Clouds of Small Particles”

—H. M. Hawkins, Leader

This project has as its purpose the analytical and experimental investigation of rates of heat transfer which occur in suspended clouds of small particles at elevated temperatures. This is an area of heat transfer research which has received little attention to date but which has become of considerable interest in the field of high temperature gas-solid and gas-liquid reactions.

Project 4728—“Pulp and Paper Research”

Project 4728-A—“A Study of the Pulping Reaction Between Scrub Oak, Quercus Laevis, and Solutions of Sodium Hydroxide and Sodium Sulfide”

Project 5008—“A Study of the Role Played by Sodium Sulfide in Kraft Pulping” Sulfate Pulping of Turkey Oak (Quercus Laevis Walt.) Under Mill Conditions.

—W. J. Nolan, Leader

The pulp and paper laboratory was ready for operation at its new location on January 1, 1949. Most of the equipment was designed by the staff and built in the Engineering College shops. It has been found that scrub oak can be successfully pulped to produce a short-fibred bleached pulp which can compete successfully with similar pulps now on the market. The results of this study were presented at a meeting of the Technical Association of the Pulp and Paper Industry.

Two other studies, one on the sulphate pulping of scrub oak under mill conditions, the other on the pulping of scrub oak at constant temperature, have been completed. It is hoped that this work will point the way to successful continuous pulping.

Project 4732—“Absorptive Properties of Florida Clays”

—Robert D. Walker, Jr., Leader

An attempt has been made to determine the major mineral constituent of

several clay deposits and to correlate this information with that yielded by a standard bleaching test with petroleum. It has been shown that, of the deposits examined, only those consisting chiefly of the mineral attapulgite may be considered good bleaching earths. Several deposits, of apparently large extent, of very high quality bleaching clays have been located. Several other deposits, visibly similar to fuller's earth, have been shown to consist of minerals other than attapulgite and to be poor bleaching clays.

Project 4809—"Kinetics of Decomposition of Limerock"

—M. Tyner, A. Wakefield, Leaders

The object of this problem was to determine the effect of particle size and atmosphere composition on the rate of calcination of small size Florida limerock particles. The problem was satisfactorily completed. Calcination rates for Florida limerock now can be predicted from a knowledge of the particle size, composition and temperature of the surrounding atmosphere.

Projects 4812, 4812-A, and 4812-B—"The Refining & Utilization of Tall Oil"

—D. L. Emerson, Leader

The composition of this by-product lends itself as a satisfactory substitute for the more expensive vegetable oils in many industrial applications. The low-cost of tall oil and tall oil products is due to its source rather than inferiority. One of the prime objectives of this research is to demonstrate the merits of this valuable by-product when utilized in the manufacture of paints and varnishes, soaps, wood preservatives, etc. Successful pursuit of this research will aid in promoting greater utilization of Florida's natural resources and in stimulating industrial expansion by creating new or improved products in popular demand from this by-product and which may be manufactured within the State. Technical Paper No. 38 describes this work.

Project 4813—"Prevention of Tropical Deterioration"

—S. S. Block, Leader

This project was undertaken in order to find means for the prevention of deterioration by agents such as insects and fungi. The causes and prevention of mildew in home closets were investigated. An electric heater was designed for use in control of mildew in home closets. Removal of the moisture in the air with chemical agents was, in general, found to be unsatisfactory. Design of home closets with provision for adequate ventilation was recommended for mildew prevention. A lacquer was formulated for library use to prevent insect attack on book covers. This product has found wide favor.

Project 4814—"Limerock Products"

—Mack Tyner, Leader

The purpose of this project is to develop uses for Florida limerock. The work has resulted in several publications which show: (1) that local production of lime is inadequate and should be increased; (2) that finely ground limerock has many uses such as filling material in plastics, paints, putties, and (3) a building material based on the sand-lime brick process could be produced from local sand and lime.

Project 4815—"Evaluation of Florida Crude Oil"

—H. E. Schweyer, Leader

The objective of this project was to analyze crude petroleum which is being produced in the State of Florida, for the purpose of determining what products of commerce may be obtained from this natural resource. An analysis was made of this oil in a laboratory distillation apparatus and the content of gaso-

line, kerosene, fuel oil and asphalt was determined. In addition, each of these products was tested against Federal specifications in order to determine their suitability for commercial use. The results were published in Bulletin No. 27 entitled "An Evaluation of Sunniland Crude Petroleum."

Project 4816—"Solar Energy Utilization"

—H. M. Hawkins, Leader

This project has as its purpose the investigation of means of collecting and utilizing directly the sun's energy which is incident at the earth's surface, particularly as this energy may be economically utilized in Florida. Various aspects of the problem which have been investigated include: the collection and correlation of solar energy incidence data, flat plate solar water heater design, solar air heater design, solar energy powered air conditioning systems, and storage of heat collected from solar energy.

Project 4901—"Growth of Higher Fungi on Waste Products"

—S. S. Block, Leader

Citrus press water from processing plants has a considerable pollution effect on streams because of its high sugar content. The purpose of this project is to eliminate the pollution effect of citrus and other sugar-containing effluents and, at the same time, produce a marketable by-product. The means chosen for accomplishing this end was to grow species of higher fungi in the waste effluents. A good yield of the mycelium of the mushroom was obtained on citrus juice when the proper conditions for growth were determined. In taste tests this mushroom soup was judged very much like the commercial product. In the growth of the mushroom mycelia, the sugar of the citrus juice was reduced to a low value.

Project 4918—"Recovery of Fluorine Compounds"

—R. C. Specht, Leader

The vast pebble phosphate deposits in Florida contain approximately three percent of fluorine in the mineral. The fluorine is strongly held in the mineral and is difficult to recover economically under present operating and market conditions. Investigations are underway to determine methods for removal and recovery of fluorine compounds from the phosphate mineral.

Project 4919—"Study of Effluent Gases from Wood Distilling Retorts"

—J. M. Duncan, Leader

This project is a study of the non-condensable effluent gases from destructive distillation of pine wood. Completion of this project may result in more economical operation for the pine wood distillation industry of Florida.

Project 4920—"Modification of Tung Oil"

—W. H. Beisler, Leader

This project has as its objective the development of new uses for tung oil through modification of its chemical composition.

Project 4923—"Heat Transfer Rates to Viscous Materials"

—H. E. Schweyer, Leader

The object of this investigation is to study fundamental relations that correlate heat transfer data in the region of viscous flow and the transition zone from viscous to turbulent flow. In addition, it is hoped to obtain basic engineering data on a variety of rather viscous materials such as fuel oils, lubricating oils, glycerine, asphalt, crude oil, resins, etc., over a rather wide range of temperatures.

Project 4924—"Reduction of Sulfur Content of Raw Lubricating Oil Fractions"

—H. E. Schweyer, Leader

Crude oil from the Sunniland field in Collier County in the State of Florida has been found to contain a high sulfur content. The objective of this project is to study the composition of the high boiling fractions in crude petroleum, with specific reference to the sulfur content of such materials, in order to evaluate various methods for reducing the sulfur content in commercial products made from the original materials.

Project 4930—"Characteristics of Certain Oil Bearing Sands in Florida"

—H. E. Schweyer, Leader

The objective of this project is to study the permeability, porosity and oil content of the geologic structures in Collier County which are producing crude oil at the present time.

Project 5006—"Solution Concentration by Direct Contact Freezing"

—J. M. Duncan, Leader

This project is composed of fundamental studies related to concentration of solutions by freezing the liquid from the solution. This method of concentration has many potential applications such as concentrating citrus and other juices and extracts and in the field of biologicals and other heat sensitive materials. It may offer many cost advantages over present methods of concentrating these solutions.

Project 5007—"Consolidation of Phosphate Slimes"

—R. C. Specht, Leader

Records of the phosphate mining companies indicate that the volume occupied by the waste slime material from the phosphate operations, in general, is larger than the cut created by the mining operation. Present method for storage of this waste material is to hold the slime in impounding dams which are built for this purpose. The cost of building and maintaining these dams and settling areas runs into thousands of dollars. It is hoped that a method may be found to reduce this storage volume.

Project 5009—"Effect of Temperature on Mass Transfer Coefficients"

—Mack Tyner, Leader

This is a fundamental investigation of the effect of temperature on mass transfer coefficients in the B-naphthol-water system. The assumption that mass transfer factors are independent of temperature is frequently made and it is the purpose of this project to obtain experimental data to check the validity of this assumption.

Project 5013—"Spray Drying Sugar Cane Juice"

—Robert D. Walker, Jr., Leader

The experimental conditions necessary for the manufacture of a satisfactory product have been determined and several samples have been submitted for evaluation.

Project 5016—"Elimination Curves of Asphaltic Materials"

—H. E. Schweyer, Leader

This project comprises a study of the vapor pressure and temperature characteristic curves of asphaltic materials when subjected to high vacuum distillation. As far as is known, no other investigations of this nature have been presented on asphaltic materials.

Project 4301—"Limerock Concrete"

—S. L. Bugg, Leader

This project was activated in 1943 to establish fundamental facts to guide in the use of limerock in plain and reinforced concrete. Reports of the progress of this work have been published periodically in bulletins and technical papers. During the past two years approximately 1800 limerock concrete specimens have been tested to determine in what way and to what extent the physical properties of limerock concrete differed from conventional concrete. Properties investigated included bond to reinforcing steel, elasticity, permeability, thermal expansion, compressive strength, tensile strength, and flexural strength of limerock mortar and concrete.

Project 4302—"Soil Stabilization" (Limerock)

—L. J. Ritter, Leader

This project was begun in 1946 with the primary objective of defining an efficient use of Florida limerock when used as a stabilizing agent with Florida sands. Mixtures of sand and various percentages of limerock were made up and their values were tested. Using many different sands it was possible to develop a family of curves from which a certain percentage of limerock could be specified to give a desired Florida Bearing Value.

Project 4625—"Chlorination of Sewage"

—E. B. Phelps, Leader

The purpose of this project was to study the reaction between two amino acids and chlorine in dilute concentrations so that a better understanding might be obtained of the nature of the chlorine demand in sewage and of the reactions which occur when sewage is chlorinated. The investigations contributed to a better understanding of sewage chlorination, and the results of the studies have been summarized for publication in one of the technical journals.

Project 4706—"Foundation Investigation for Engineering and Industries Building"

—L. J. Ritter, Leader

This project was started in 1947 with a subsurface exploration program at the site of the (then) proposed Engineering and Industries Building. Periodically elevations of the rods are determined by differential leveling and cumulative settlement is computed after each determination.

Project 4713—"Sewage Treatment Methods"

—G. R. Grantham, Leader

This project involves the study of some of the methods of treatment of sewage wastes with the aim of decreasing the cost of sewage treatment to the Florida taxpayer. The costs can be cut in two ways; (1) with the use of native Florida materials, and (2) with the use of appropriate design criteria commonly used due to more favorable climatic conditions.

The testing of suitability of materials must go on until the material is proven satisfactory or until it breaks down. By the same token, design criteria must be thoroughly investigated and proven before they are allowed to be used. Although many of the tests are still incomplete, preliminary results indicate that several Florida materials are suitable in sand and trickling filters and that design criteria may allow higher unit loadings, which will cut the size and thus the cost of biological treatment units.

Project 4730—“Stabilization of A-8 Soil”

—L. J. Ritter, Leader

This project was conducted as a part of the Joint Highway Research program with the State Road Department. The principal objective was to study methods of stabilizing peat and muck deposits in place.

Preliminary studies were inaugurated during the later phase of the project relative to the stabilization of organic soil deposits by electrical and electrochemical methods. Laboratory equipment was constructed for this purpose and basic studies begun to determine the feasibility of applying these methods to Florida soils. Work performed on this project was described in Technical Paper 40 by B. E. Colley.

Project 4731—“Short Course for Florida State Road Department”

—R. J. Paquette, Leader

A cooperative training program for employees of the State Road Department which was started February 9, 1948, was continued during the first part of the biennial period ending June 30, 1950.

Project 4801—“Trickling Filter Performance at Intermediate Loading Rates”

—G. R. Grantham, Leader

This project deals with study of trickling filter performance at rates of loading somewhat higher than normally allowed in design of standard rate sewage filters. The range of loadings used in this overload test was from 7.5 to 20.0 million gallons per acre per day. It has been found that there is no point in this range at which the filter fails in its function or gives operational trouble. It is believed that, as a result of this experiment, considerable saving in the cost of secondary units is possible.

Project 4801-A—“Fundamental Studies of Trickling Filters”

—G. R. Grantham, Leader

A study of trickling filters is being made to determine some of the basic information about how a trickling filter performs its function of coagulation and oxidation of organic waste materials. The phase under consideration thus far is the study of changes occurring when a new filter (or an old one which has been idle for some time) is placed in operation. Of practical significance is the fact that filters may be put in and out of service when needed (due to seasonally fluctuating populations) without the long “ripening” period heretofore considered necessary.

Project 4806—“Subsurface Sewage Disposal”

—J. E. Kiker, Leader

The majority of preferred sites for residential buildings, in Florida and elsewhere, are outside the limits of municipal sewer lines. In disposing of the sewage it is necessary to prevent the contamination of water supplies and to prevent health nuisances resulting from overflowing sewage that has not been properly treated. A bulletin giving answers to these questions was published in December 1948. It introduced a new standard for classifying soils with respect to their ability of receiving sewage, and it included a simple mathematical formula for measuring this important soil characteristic. The formula was given widespread publication and general acceptance.

Project 4808—“Stream Sanitation in Florida”

—E. B. Phelps, Leader

The results of this study, a survey of Florida's surface water resources from the point of view of conservation of maximum beneficial use, have been

published as Bulletin No. 34. The major points covered are (1) water quality and its impairment; a summary of the general principles of stream sanitation, (2) stream flow analysis, and (3) summary of stream flows and pollutional data by major watersheds. Thirty-three major watersheds are described in detail, with maps.

Project 4810—“Diatomite Filters for Swimming Pools”

—J. E. Kiker, Leader

In the treatment of water of low turbidities, diatomaceous earth filters can be used without the addition of coagulants. They also require less area than conventional sand filters. The first multi-unit installation of diatomaceous earth filters for water clarification in Florida is located at the University of Florida swimming pool. The Florida State Board of Health encouraged the installation and as a research project of the Station. The tests have proven that diatomite filters offer many advantages for swimming pool installations.

Project 4820—“Pinecastle Hydrological Study”

—C. D. Williams, Leader

The general objective of the Pinecastle Hydrological Study was to obtain data for the formation of accurate criteria in the design of flying-field and cantonment-acre drainage under radically varying conditions of rainfall and grass cover on typical Florida sandy soil. Field data on rainfall and runoff were kept by the Corps of Engineers on a controlled area of the Pinecastle Airfield for a period of about 18 months. The University was requested to analyze and study the data.

Project 4823—“Rainfall Patterns in the State of Florida”

—D. B. Smith, Leader

This project is an analysis of existing meteorological and hydrological data in the State of Florida with particular emphasis upon quality and quantity of rainfall. Three thousand sixty-seven records of heavy rainfalls have been analyzed qualitatively, and the resulting relationships have been determined. The results enable the engineer to predict with reasonable accuracy the frequency with which a given rate of rainfall will occur at various locations within the state.

Project 4906—“Pilot Scale Activated Sludge Unit”

—G. R. Grantham, Leader

This project involved the construction of small scale sewage treatment units suitable for the treatment of sewage by the activated sludge process. The units were installed for classroom demonstration units for student instruction and to maintain a small supply of activated sludge available for use in the Sanitary Research Laboratory.

Project 4907—“Industrial Waste Study”

—G. R. Grantham, Leader

This project, sponsored by an industrial concern was undertaken to study the waste resulting from the heat distillation of pine stumps in an effort to find a suitable means of treatment. The study was divided into two general parts, the biological and the chemical considerations. It was found that biological life could live in rather heavy dilutions of the waste, whether the acid was neutralized or not. The chemical study involved experimentation with various chemicals in an effort to find an economical process for reducing the strength or toxicity of the waste and to effect, possibly, the recovery of some constituent of value. This is preliminary to considerations of recovery of products if such is indicated as economically feasible.

Project 4910—“Precast Reinforced Concrete Joist Bond Study”

—C. D. Williams, Leader

Committee 711 of the American Concrete Institute contributed funds to help support the project. The joists, fourteen in number, were loaded to failure and results tabulated. Concurrently with this a separate series of specimens were made so that the effect of close spacing could be studied. The joist tests failed in shear, masking the effect of the close spacing of the bars. The separate series of bond specimens gave results which, while not conclusive, indicated that the close spacing was not harmful.

Project 4911—“Fatigue Characteristics—Variable Cycle Loading”

C. D. Williams, Leader

Structural failures of metals have frequently been traced to fatigue. One of the problems related to fatigue characteristics is the lack of information about the properties of structural metals to withstand loadings of varying intensities. Actual structures usually receive loads that vary in intensity and application of the known data is difficult without this added information. This project was organized to establish certain phases of this study.

Project 4912—“Stress Distribution—Partial Length Cover Plates”

—C. D. Williams, Leader

The Welding Research Council has recognized the problem of stress calculation near the ends of partial length covers plates and contributed financial aid to this study. A Florida industrial company cooperated in the preparation of a model plate girder for study.

Project 4913—“Utilization of Coquina in the Construction of Road and Street Bases”

—L. J. Ritter, Leader

Work on this project was undertaken at the suggestion of the City of Jacksonville Beach, Florida. The principal objective is to determine design data relative to the adequate and economical construction of bases for city streets and rural highways using native coquina, either singly or in combination with one or more other substances economically available in coastal areas. This study is particularly aimed at providing a solution for the pressing problem of providing relatively large mileages of all weather city streets at low cost, particularly in residential areas.

Project 4928—“Sludge Digestion Studies”

—G. R. Grantham, Leader

This project is intended to be a long-term study of sludge digestion as a means of treatment of sewage solids. There are two principle objectives: (1) The study of the economics of sludge digestion with particular reference to the question of the heating of digesters, and (2) the study of leading rates to establish a suitable design parameter, for the design of sludge digesters.

This project must be a long range study involving the collection of much data in order that the data have value. A lengthy project is justified since it is proposed to answer questions that have puzzled engineers for the past half century. It is also believed that the facilities at the University of Florida for a study of this type are not equalled by any other organization and that, with these facilities available, the opportunity for this study should not be lost.

Project 4929—“Preparation of County Engineering Soil Maps”

—J. A. Bishop, Leader

The principal objective of this project is to prepare an accurate and authoritative engineering soil map for each of several of the more important counties in the state. Existing agricultural soil survey information and soil maps are being utilized in this project, together with other pertinent geological and topographical information. Work has been begun on the sampling and testing which are necessary to the preparation of an engineering soil map for Alachua County, since this is one of those for which agricultural soil survey information is available. Each county is being considered as a unit and the engineering soil map of this county will be completed before other counties are considered.

Project 5002—“High Rate Chemical and Biological Treatment of Sewage”

—J. E. Kiker, Leader

One of the primary purposes of sanitary research at this Station is to reduce the cost of sewage treatment to the Florida taxpayer. At Daytona Beach in 1949, a new high rate chemical precipitation process of sewage treatment was placed in operation. The treatment plant was constructed at a per capita cost much less than that of any plant involving a conventional treatment process. The results to date, however, have not been sufficiently conclusive to justify blanket approval of the new process for other communities.

In a pilot plant furnished by a commercial sponsor, tests are now being made to determine the relative merits of equipment used in the new process and to compare the results with those obtained in other methods of sewage treatment.

ELECTRICAL ENGINEERING

Fred H. Pumphrey, EE, Department Head

Paul M. Tedder, BSEE, National Bureau
of Standards Section Head

Project 4511—“Sferics” (A Study of Atmospheric Direction Finding and Ranging)

—W. H. Kessler, Leader

The study of Sferics (radio waves, popularly known as static due to lightning discharges) in its more recent phases has been in progress at the Station for many years. The specific purpose at this time is to determine the feasibility of locating thunderstorms and other meteorological-electrical phenomena by means of a single station. Location techniques, requiring three observing stations suitably spaced geographically, and instruments have previously been developed.

The practical utility of Sferics location method was demonstrated during World War II by the Army Air Forces. Sferics is the only known method of acquiring thunderstorm data at distances up to 4,000 miles; it is thus of great potential value to the commercial flying services which operate routes over relatively unpopulated areas. The study of Sferics at the University of Florida is also contributing valuable information on the propagation of radio waves and additional knowledge on the mechanism of lightning discharge phenomena.

Project 4512—“Electronic Instrumentation”

—Paul M. Tedder, Leader

This is a classified project devoted to research problems received from the National Bureau of Standards in Washington, D. C. As such, it is entirely supported by Federal Government funds. The purpose of the project is to

develop electronic systems to include (a) electronic circuit design, analysis and evaluation, (b) test equipment design and development, and (c) electronic device (test models) construction and testing.

Accomplishments to date are of necessity classified. Recent contributions have strengthened the leading position enjoyed by the University in this work.

Project 4609—"Low Frequency Noise and Propagation Studies"

—R. S. Hoff, Leader

Florida has the greatest atmospheric noise activity of any part of the United States. The project is concerned with a study of the long and short-term statistical properties of atmospheric noise (static) in the frequency band 10-530 kilocycles with the following practical objectives in mind. (1) The results of the study should permit more accurate prediction of noise conditions at a future time on a specified frequency as it affects a particular radio receiving system. (2) A knowledge of the noise properties should aid in the assessment and prediction of its interference effect on a particular radio system. (3) Statistical information on the short term properties of noise will aid in the adjustment of receiver circuits and transmitted signals to yield the best possible received signal-to-noise-ratio. It might be well to note that atmospheric noise is often the factor limiting communication at low frequencies.

Project 4818—"Vibrator Motor"

—W. F. Fagen, Leader

A study is being made of various methods for producing reciprocating action directly from standard electrical power lines. Motors of this type can be used to drive such machines as jig saws, sanders, fans, grass cutters, and similar devices using linear rather than rotary motion. The advantages of converting electrical energy directly into linear motion without rotation are simplicity of mechanical construction, economy, and long operating life. The group developing this motor hope that successful completion will encourage a Florida manufacturer to enter this light machinery field.

Project 4822—"Service Laboratory"

—C. E. Miller, Leader

The Service Laboratory is operated with the objective of supplying electronic laboratory service, at both the engineering and technician level, to the state and to its industries. In carrying out this objective the laboratory has built a high-potential electrician rubber glove tester. Several power companies in this area are now sending their gloves for testing. A nominal fee for this service is offsetting the original cost of the equipment and its operating and maintenance cost.

Project 4922—"Microwave Oscillator Study"

—W. W. Harman, Leader

This project involves the theoretical study, design, construction, and measurement of the properties of electron tubes for the production of very short wavelength electromagnetic radiations. Vacuum tube manufacture is a most suitable light industry for the State of Florida and the training of graduate engineers in electron tube research is an important step in fostering the growth of such industry.

Project 4926—"Weather Radar Project"

—M. H. Latour, Leader

The study of weather phenomena, the location and tracking of storms, and the measurement of rainfall by radar are the aims of this research project.

Since the inception of the project many observations have been made of squall line conditions preceding cold fronts during the winter. One radar observation was made of a squall line which developed a tornado near Pierson, Florida. The project is cooperating actively with the U. S. Weather Bureau in making the radar weather observations available for their use. During the hurricane season, position reports on hurricanes observed by radar are furnished the Weather Bureau's Hurricane Warning Center in Miami.

Project 4931—"The Steady State and Transient Response of the Infinite Impedance Detector"

—P. H. Nelson, Leader; R. S. Hoff

The objective is to obtain quantitative information on the performance of the infinite impedance detector circuit by deriving mathematical relations describing its operation and comparing computed performance with measurements made on practical circuits.

Project 5001—"Design and Construction of a Vertical Component Seismometer"

—W. F. Fagen, Leader

The University of Florida has for many years studied the problem of location of hurricanes at great distances by means of delicate electrical apparatus. In keeping with this program a study is being made of seismographic methods for tracking hurricanes by means of minute earth movements at great distances from the hurricane center.

Project 5004—"A Preliminary Study of Atmospheric Pollution in Florida"

—D. C. Bunting, Leader

Many large metropolitan areas have recently experienced an increasing nuisance from smoke and other atmospheric contaminations by fumes, gases and dusts. This nuisance has ranged in extent from mere annoyance to the average citizen to serious destruction of vegetation, animals and human beings. Many localities have had to pass restrictive statutes for the purpose of controlling this pollution. Since Florida is growing both in industry and population, it is considered desirable to make a preliminary study of the present atmospheric pollution in the more heavily populated industrial areas.

Project 5005—"Ultrasonics"

—Paul M. Tedder, Leader

A study is being made to investigate the promising possibilities of application of sound waves to outstanding agricultural and industrial problems. It is planned to design and construct generating and measuring equipment, while actual applications will be in cooperation with other Departments and Colleges in their respective fields.

Project 5015—"Application of Electrical Integration to the Study of Atmospheric Waveforms"

—W. F. Zetrouer, Leader

This project is concerned with developing and placing in use a new equipment for studying atmospherics. Operation of the equipment is based on the fact that the waveform of radiation received from a distant lightning stroke is proportional to the first time derivative of current variations in the lightning channel.

Project 5017—"Investigation of Using a Miniature Ionization Chamber for Measuring the Activity of B-Particle Emitting Tracers in the Stomach"

—W. E. Lear, Leader

The University of Florida Cancer Research Laboratory is using various radio-active "tracer" elements in its work. This project was initiated in an attempt to produce an instrument which will measure the intensity of the radiation from the radioactive element within the stomach of an animal.

ENGINEERING MECHANICS **William L. Sawyer, MS, Department Head**
Project 4705—"Water Conditions and Conservation in Florida"

—C. G. Edson, Leader

This project is essentially a survey of water conditions in Florida, Following a review of all available data, a report will be published.

Project 4727—"Investigation of Rox Timber Connectors"

—T. O. Neff, Leader

Tests are being conducted on a simple and inexpensive type of connector for timber joints to determine the feasibility of manufacturing these connectors in Florida.

INDUSTRIAL ENGINEERING **Earl P. Martinson, MA, Department Head**
Project 4716—"Florida Industries and Industrial Growth"

—I. D. Brown, Leader

This project was initiated to publish information on the history of major Florida industries. Eight leaflets were published containing the geographical distribution, and short summaries of the various industries.

Project 4925—"Work Simplification and Standardization"

—E. P. Martinson, Leader

This project has for its objective the development, through research, of a work simplification and standardization training program which would be suitable for use in industry or colleges in the training of methods and time study engineers.

MECHANICAL ENGINEERING **Newton C. Ebaugh, MS, Department Head**
Project 4513—"Low Velocity Stream Flow Meter"

—N. Bourke, Leader

This project was initiated at the request of the District Engineer, U. S. Geological Survey. The Survey in its study of drainage and water resources in the southern part of the state had need of an instrument for measuring and recording the velocity of flow in streams, canals and drainage ditches. No such instrument was available. A design was achieved, a model meter built and tested, and a full size meter designed and constructed. The meter was installed by the Geological Survey, and is now being tested.

Project 4714—"Development of Agricultural Machinery"

—H. B. Williams, Leader

This project was set up to provide for research work on the development and improvement of the agricultural machinery needed by the growers of the state. Work on a watermelon seed harvester has been completed. Much design and experimental development work has been done on a new rotary blade, high-speed pasture mowing machine, having automatic elevation control that will cut pasture brush and weeds and pass over uneven ground and obstacles at relatively high-speed without mechanical breakdowns.

Project 4725—"Gas-Side Sulphate Deposits in Oil-Fired Boilers"

—G. E. Remp, Leader

In about 1940 when the emphasis in petroleum refining was placed on the production of greater quantities of gasoline, troublesome slag deposits began

to appear in boilers which utilized petroleum residua as fuel. These deposits are hard and tenacious and tend to constrict the gas passages, thus causing a reduction in steam generating capacity. The problem is very serious due to the almost complete reliance of Florida utilities on oil as fuel. The objective of this project is to investigate the causes of the slagging and the possibility of alleviating the troubles.

Project 4726—"Alarm Systems for Condensate Return Lines in Citrus Processing Plants"

—G. E. Remp, Leader

Operators of citrus processing plants are reluctant to return condensate from processing equipment to boilers because they fear contamination of boiler water from leakage of processing materials into the condensate. This project was initiated with the object of investigating the possibility of providing a control device which would signal the occurrence of condensate contamination and automatically waste the condensate until such time as the cause of contamination was eliminated.

Project 4802—"Periodic Heat Transfer Through Various Types of Building Construction"

—J. T. Leggett, Leader

In the heating and air conditioning field there is need for data concerning the flow of heat through building walls which will permit contractors, heating and air conditioning engineers and other individuals to estimate more accurately the loads involved in buildings requiring heating and cooling apparatus. This investigation is concerned with the analogy between heat flow and water flow; i.e., that an increasing pressure will cause an increased flow through a given section of pipe in the same way an increase in temperature will cause an increased flow of heat through a wall.

Project 4811—"Mosquito Sampling Device"

—G. D. McKissock, Leader

This Station has, in conjunction with the Florida State Board of Health, undertaken the design and development of a mosquito sampling device which will be adaptable to conditions peculiar to the State of Florida. This unit is to be used as a research tool by the State Board of Health to determine the relative prominence and migratory habits of mosquitoes and to evaluate mosquito control measures such as spraying.

Project 4824—"Compound Internal Combustion Engine"

—F. L. Prescott, Leader

The purpose of this project is to develop an improved internal combustion engine for airplanes. The exhaust of the high pressure cylinder is used as the fuel for the low pressure cylinder. No tests have as yet been made by supercharging the engine. It is considered more fruitful to secure best unsupercharged performance before increasing the power by supercharging. Tests are continuing.

Project 4904—"Nitriding of Stainless Steels"

—W. T. Tiffin, Leader

Several tests have been carried out. One test provided a hard nitrided case on stainless steel and required only six hours. Plans are underway so that more accurate tests can be conducted and further data obtained.

Project 4914—“Frost Protection by Shallow Flooding”

—J. T. Leggett, Leader

The purpose of this project is to determine if shallow flooding will protect tender truck crops against frost and low temperature conditions and the degree of protection that can be expected.

Project 4915—“Commodity Cooling Rates”

—J. T. Leggett, Leader; G. E. Sutton

In order that precooling plants may be economically designed and operated, experimental data relative to cooling rates of various fruits and vegetables should be available. The purpose of this project is to determine cooling curves for those fruits and vegetables which are grown in Florida and shipped from the state under refrigerated conditions. In some cases water is being used as the cooling medium, in some air is the cooling medium, and in other instances comparative tests using both air and water are being conducted. Cooling data for citrus in the laboratory and in the fields are being determined at the present time. The determination of cooling data for other Florida fruits and vegetables will be undertaken.

Project 4921—“Ice Air Conditioner”

—J. T. Leggett, Leader; J. H. Smith

The use of ice for the cooling of air was one of the early forms of air conditioning. The work previously done on these systems indicates that the only field in which they might compete favorably with other systems is in the field of intermittent service. Many buildings that are not now air conditioned such as churches, funeral homes, and auditoriums might be air conditioned for short intervals of time by a low cost unit using ice. The purpose of this project is to obtain operating data on an existing unit; to study means of controlling the unit; and to determine relative sizes of units needed for various operating conditions.

Project 4932—“Air Entrainment in Hot Water Heating Systems”

—J. T. Leggett, Leader; G. E. Sutton

There has been evidence in several instances that the sloping upward of forced circulation hot water piping was not necessary; i.e., these systems might have the capacity of clear themselves of gas by carrying it over and passing it into the expansion tank. If this is true hot water heating systems may be more economically installed. The objective of this project is to determine the effects of gas being bled into a hot water heating system under various conditions of operation of the system by varying such items as water velocity, pipe size, water temperature, location of circulating pumps, and type of system.

SPECIAL PROJECTS

Project 4715—“Naval Stores Equipment and Mechanization Project”

—M. E. Ryberg, Section Head

In a preliminary survey of the project found that well over half the cost of producing a barrel of gum is for expenses which are entirely or largely labor items. In the conventional method of working a crop of 10,000 faces, the distance walked annually involves approximately 3,000 miles. With the new sulfuric acid method, walking time can be cut to somewhat less than half. In the industry which works approximately 77 million faces annually, the aggregate savings in labor cost are readily apparent. The project has produced a satisfactory acid sprayer and three manufacturing firms are now supplying the industry with spray bottles.

A new form of helical gutter needed to fit round bark-chipped turpentine faces has been developed and is now on the market. Reports from the industry indicate that it is being enthusiastically received.

Project 4819—"Red Tide"

—C. F. Byers and E. Lowe Pierce, Leaders

Because of the dearth of factual information regarding the marine plankton along the coast of Florida, the "red-tide" phenomenon which appeared along the Gulf coast between November 1946 and August 1947 did not yield as much information as might otherwise have been obtained from the investigation of such a phenomenon.

Beginning in the summer of 1948, this project was initiated to study the marine plankton on the Gulf coast of Florida. The aim was to survey the plankton and obtain information on the presence and abundance of the major groups of plants and animals which form the plankton under normal circumstances, and to detect the presence of the probable causative organism *Cymnodinium brevis* if any appeared in numbers.

Respectfully submitted,

RALPH MORGEN

Director

REPORT OF THE DEAN OF THE GRADUATE SCHOOL

To the President of the University

SIR: The standing and real reputation of a University—that which distinguishes it from a college—depends in large measure upon the quality of its graduate work and the quality of the graduate students upon whom it confers higher degrees. Hence the Graduate Council, before approving any new degree, especially on the doctoral level, exercises extreme care in studying the need, the facilities, the library holdings, the staff, and the proposed program. The Council keeps a current list of staff members approved for teaching graduate courses and for directing research on the basis of criteria established by the University Senate.

At the time of this writing, facilities and staff are hard pressed to care for the flood of students seeking post baccalaureate education. From an enrollment of 600 in June 1948 a rapid increase brought the number to 1278 in 1949-50 and to 1555 the first summer term of 1950. During the period there were graduated 577 Masters, 10 Doctors of Education, and 15 Doctors of Philosophy. The following new degrees have been authorized: Master of Fine Arts, Master of Physical Education and Health, Doctor of Philosophy (in Electrical Engineering, Spanish, Speech, Political Science, Physics, and Cancer Research).

Clearly then the Graduate Council must handle a large amount of routine work. It devotes hours to petitions from students, communications from the faculty, requests for new courses, recommendations for including new areas in master's and doctoral offerings, awarding of fellowships, approving students for candidacy, recommending them for degrees, study of and revision of regulations such as admission policies, residence, language requirements, part-time students, off-campus workshops and extension courses, and transfer of credit from other institutions. Besides the work of the Council, an important function of the Graduate office is the counseling and giving of information to graduate students by the Dean and his assistants.

A serious problem with graduate students is the matter of finances. Society needs highly skilled personnel prepared by our graduate schools. A selected, screened group of prospective scholars, scientists, researchers must flow through and receive the specialized education of these schools. As the veterans complete their graduate training some means of aiding talented students is greatly needed. The University of Florida Graduate School has but few more scholarships than it had when the enrollment was only one-fifth that of 1950. Grateful appreciation goes to various foundations, trusts, and industrial concerns for grants-in-aid to graduate students. A list of these with their donors is published in the University catalogue.

The teaching and research which are functions of a graduate school are carried out by staff attached to individual colleges. However, research today is more and more cooperative effort rather than wholly a problem for the individual professor. Hence, an important function of the graduate school is to serve as a coordinating agency among departments and colleges. Cancer research is an example of such a cooperative effort, requiring services of biology, physics, and chemistry. Another example is Latin American studies involving history, political science, languages and geography.

The various departments offering graduate work report publications during the biennium by staff members and graduate students as follows: 22 books; 167 articles and reviews. This does not include the numerous bulletins from the Engineering and Industrial Experiment Station and the Agricultural Experiment Station.

Finally, probably the most significant item of educational policy is the report of May 17, 1950 of the Committee to Study the Graduate Program at the University of Florida. The Academic Council of the University has agreed that the Report be implemented on a trial basis as recommended by the Report itself. This involves (1) a proper organization within the colleges, (2) the designation of a Graduate Faculty, and (3) a continuing program of self evaluation of graduate work.

Respectfully submitted,
T. M. SIMPSON,
Dean

REPORT OF THE DEAN OF THE COLLEGE OF LAW

To the President of the University

SIR: At the outset of this, my first biennial report as dean of the College of Law, I wish to express my deep appreciation for the cooperation of the University administration and the Board of Control in the inauguration and implementation of the new program in this College. Substantial progress has been made and the ground work laid for the further development.

ENROLLMENT

The enrollment in the College has shown a steady decline during the biennium. In the 1948 Spring semester 501 students were enrolled; in the 1950 Spring semester the enrollment has dropped to 417. This trend is wholly desirable in terms of our educational objectives, and entirely to be expected in view of the reduced number of veterans entering the College with only two years of pre-law work. A further decline in enrollment is expected for the next biennium because of the abolition of the "combination" degree hereinafter

discussed, and the continued reduction of veterans. I believe that the enrollment will stabilize itself at around three hundred and fifty students.

STANDARDS

During the second year of the biennium our standards were substantially raised. By mutual agreement with the College of Arts & Sciences and the College of Business Administration the so-called "combination" courses with these colleges are being discontinued after the second semester of 1951-52. Thereafter all students admitted to this College will have received bachelor's degrees prior to admission except veterans, who may still be admitted without the degree under existing State Legislation.

The requirements for admission with advanced standing have been changed to require that the last two years of work be done in this College to be eligible for our degree. Previously only the third year's work was required to be done in residence in this School. Exception has been made for the year 1950-51 to allow Florida residents to transfer up to two years' credit for work in other schools.

Standards for continuing in the College and for graduation have been changed so that a minimum honor point average is required for continuation and failed courses are considered in computing the minimum average and also the average required for graduation. These changes are being applied only prospectively for work done after February 4, 1950, and do not affect the records of students in the School prior to that date. Rules of class attendance have been promulgated and are being enforced by a faculty committee. A student who has passed a course cannot repeat it, and a student who has failed a course can no longer repeat it, except in exceptional circumstances with the approval of the dean. All students are required to take the designated first year curriculum at the first opportunity.

The favorable effect of these changes is already apparent in the study attitude of our students.

CURRICULUM

Substantial progress has been made in the reorganization of our curriculum. A revised program in the Procedural field will be offered next Fall to take into account the new rules adopted by the Florida Supreme Court on January 1, 1950. Faculty committees have done substantial work in the fields of Business Organizations and Commercial Law. With the addition of Professor Black, the program in the field of Wills and Trusts is completely staffed and in operation. Careful consideration has been given to a program in the field of Legislation which is presently omitted from our curriculum. In April, 1950, Professor Harry Jones, of Columbia Law School, visited us as a consultant in this field and conferences were held with our faculty and also with the Assistant Attorney General in charge of Statutory Revision and the Director of the Legislative Reference Bureau. Plans are sufficiently developed so that we hope to implement the program next Fall. While Professor Jones was here, a preliminary conference was held with representatives of this College, the College of Arts & Sciences, and the College of Business Administration, which resulted in the appointment of an inter-college committee to study the advisability and means of implementing a University-wide program in State legislative problems. The writer was elected chairman of this committee and Dr. Bartley, of the Political Science Department, Secretary. It is hoped that an inter-College program in this field can be inaugurated next Fall.

FACULTY

There are seventeen full-time members of the faculty as compared with nine full-time and four part-time members during the 1948 Spring Term. The following additions have been made to the faculty during the biennium: William A. Hunter, Professor; Dexter Delony, William D. MacDonald, Eugene F. Scoles, Kenneth L. Black, Associate Professors; Karl Krastin, Charles V. Silliman, J. Allen Smith, Richard B. Stephens, Phillip K. Yonge, Assistant Professors.

Dr. Clifford W. Crandall retired on June 30, 1949, becoming Professor Emeritus, and Professor Cornelius J. Smyth left the faculty at the end of the biennium. Dr. Crandall's long and loyal services to this School have endeared him to generations of law students, and his kindly manner and ready wit have been much missed during the past year.

LIBRARY

During the biennium approximately seven thousand five hundred volumes were added, and the library now contains over thirty-two thousand volumes.

A library reading room seating approximately one hundred and fifty students has recently been completed, thus relieving our most pressing problem so far as physical facilities are concerned.

Mrs. Betty Smith Pryor, a graduate of this College, was appointed assistant librarian on July 1, 1948, and Talbert B. Fowler, a recent honor graduate from this School, was appointed assistant librarian on July 1, 1949.

BUILDING

The College of Law building was remodelled and refurbished in the summer of 1948, and new classroom furniture installed. A portion of a new wing was completed in the Spring of 1950, providing, in addition to the new library reading room previously mentioned, a courtroom-auditorium with a seating capacity of approximately two hundred and fifty, and a suite of offices for the University of Florida Law Review.

The courtroom-auditorium gives us splendid facilities for our Practice Court, and will be used as a classroom for large classes. New office furniture is being obtained.

NEEDS

In spite of the substantial growth of the College during the past biennium, much is needed for the full fruition of the envisioned program.

The balance of the new wing, as originally projected, is badly needed to provide additional library space and several large seminar rooms. At the present time there is no seminar room in the building which can accomodate twenty to thirty students. Until these can be procured, our program cannot reach full fruition, since the heart of the program is in the seminar work. Air conditioning for the entire plant is equally essential to the continued improvement of work hours and study habits of the students, as well as increased efficiency of the faculty. The third floor of the old building must be divided into faculty offices for additional personnel. Additional office furnishings for the present offices as well as the new offices will be needed. Seven additions to the faculty are needed to bring it to full strength. Additional stenographic personnel will be needed for new faculty members.

In addition it has been necessary to reduce the library budget for accessions for the coming year, which further delays building up the library to the standards needed for the envisioned program. Specifically the lack of library funds and funds for new personnel have created the problem of whether

we can implement the Legislation program during the year, and have made it impossible to consider the addition of International Law and Comparative Law programs, with particular emphasis on Latin American Law. The inability to recognize intensive work with appropriate salary increases for the coming year, has posed a difficult psychological problem with the faculty. Continued uncertainty as to financial support of the program and recognition of faculty efforts will undoubtedly create within the next biennium a skepticism as to the future of the College and a tendency to seek more challenging and financially attractive positions elsewhere.

The foregoing are immediate needs; before the College can attain its maximum stature, the remaining two sides of a law quadrangle are needed to provide living accommodations for students, a student lounge room, and a larger and more efficiently arranged administration suite.

In concluding this report, I wish to record my appreciation of the unstinting efforts and cooperation during the past two years of the members of the faculty, the library staff, and the secretarial personnel. Theirs has been the burden and to them belongs the credit for implementing the program of the College.

Respectfully submitted,

HENRY A. FENN

Dean

REPORT OF THE DEAN OF THE COLLEGE OF PHARMACY

To the President of the University

SIR: I have the honor to submit the following report on the College of Pharmacy for the biennium ending June 30, 1950, and recommendations for the coming biennium.

The period covered is perhaps the most significant biennium in the history of the College of Pharmacy. It has been characterized by growth, continued good teaching, productive scholarship, research, and service to Florida pharmacists.

Of major importance was the completion of the new addition to the Chemistry-Pharmacy Building in which new equipment was installed. With suitable ceremonies on April 15, 1950, it was dedicated to the memory of Townes Randolph Leigh, who was Dean of the College of Pharmacy from 1923 to 1933. In this addition the College gained approximately 15,000 square feet of floor space which was urgently needed.

By action of the Board of Control, the School of Pharmacy, which had been a division of the College of Arts and Sciences since 1933, was, on February 7, 1949, restored to its former college status. The title of the administrative officer was changed from Director to Dean.

The College has been reaccredited and given a Class A rating. After a three-day inspection by a committee from the American Council on Pharmaceutical Education, this action was taken by that body in January, 1950. The committee presented recommendations for further improvements which will be carried out as soon as funds become available.

The curriculum has been intensely studied by the faculty. In keeping with modern educational and scientific trends a new one has been drafted which would become effective in September, 1951. In all courses the contents have been revised to include the many advances in science. An elective course in manufacturing pharmacy has been added for seniors. Arrangements have been

made to give the senior students some practical experience in compounding and dispensing prescriptions in a new dispensary in the Infirmary. They will be under the supervision of registered pharmacists.

The enrollments during the biennium have been the largest in the history of the College. During 1949-50 it was the fourth largest compared to seventy-four schools and colleges of pharmacy in the United States. About four hundred sophomores, juniors, and seniors have enrolled in pharmacy classes during each of the four semesters. Summer school classes were in great demand.

During the past two years 152 students received the degree of Bachelor of Science in Pharmacy and 7 students received the degree of Master of Science in Pharmacy. Due to the effects of the war on graduate work, none received the degree of Doctor of Philosophy majoring in the pharmaceutical sciences. Ten graduate students are now pursuing work for this degree.

Although the number graduated in this period is about four times the pre-war number, the demand for them has exceeded the supply and there has been little need for a placement service which was inaugurated during the past year. All graduates who took the Florida State Board of Pharmacy examinations were successful.

The faculty was increased in 1948-49 from five to seven full-time members. Last year three more were added. This staff was inadequate for the large enrollment. Although two more instructors will be added for 1950-51, at least another one should be provided for in the next biennium in order to meet minimum teaching standards and to provide for adequate counseling. The College has been, and still is, confronted with the serious problem of finding properly qualified teaching personnel. For this reason two interim appointments were made. Pharmaceutical firms and other colleges that can offer larger salaries are severe competitors for a limited supply of well trained men.

Faculty members have continued their good teaching. Most of them have carried on research and published scientific and professional papers. As far as limited travel funds permitted and by correspondence they have taken an active part in several state and national professional and scientific organizations. Last June four of them lectured in the post-graduate short course for doctors of medicine which was held in Jacksonville. With the aid of three student assistants Dr. Elbert Voss prepared for the course in Applied Physiology about 8,000 slides of more than 100 different human and animal tissues. The value of these slides is not less than \$5,000, although the net cost to the College was a very small fraction of this amount.

The graduate program has been strengthened in all departments, with the result that it is one of the best in the United States. Each year from twelve to sixteen students pursued advanced work in the College. Most of them came from other states, one was from Canada, one from England, and one from Guatemala. The American Foundation for Pharmaceutical Education approved the College for graduate work for its fellows who wish to major in pharmacy, pharmaceutical chemistry, pharmacology, or pharmacognosy. Ten graduate fellowships carrying annual stipends of \$1,500 each were awarded by the Foundation for study in this College. The demand for graduate work will soon tax our facilities; therefore, the number of advanced students must be limited to twenty.

Graduate work in the Department of Pharmacy has been improved by the addition of a new manufacturing unit and three more courses dealing with

Pharmaceutical Equipment and Machinery, Pharmaceutical Plant Problems, and Pharmaceutical Formulations.

Pharmaceutical Chemistry was strengthened by additional space and new course offerings totaling thirty semester credit hours on the graduate level. Dr. Werner M. Lauter, who has had twenty-five years of industrial research experience, was added to the faculty to direct research in this field.

For the graduate program in pharmacognosy a new research laboratory and additional equipment were acquired. New courses were added making a total of twenty-one semester credit hours which are available in this subject matter on the graduate level. Research projects were continued in the Medicinal Plant Garden. This has about two hundred different species of medicinal plants, native and exotic, for instructional purposes.

Graduate work in pharmacology has been improved by additional rooms for the housing of experimental animals, animal surgery, toxicology, and by acquiring new pieces of equipment. Under the leadership of Dr. Elbert Voss, Head Professor of Pharmacognosy and Pharmacology, who replaced Dr. Paul A. Mattis in 1948, the course offerings were completely revised and some new ones were added, making a total of thirty-five semester credit hours of graduate work offered in this division.

Student organizations have shown a healthy growth and increased their activities. In April, 1949, a chapter of Kappa Psi, national pharmaceutical fraternity, was established here. In May of the same year the old Mortar and Pestle Society was dissolved for the creation of the Mortar and Pestle Student Branch of the American Pharmaceutical Association.

The Bureau of Professional Relations has completed a decade of service to Florida pharmacists and physicians. During the biennium the Florida State Board of Pharmacy contributed \$10,000 toward its operating expenses. Its program has been taken as a pattern by other colleges and pharmaceutical organizations in the United States. By invitation, the work of the Bureau was featured in a symposium which was held at the convention of the American Pharmaceutical Association in 1949. Each year the Bureau has mailed more than 100,000 pieces of educational literature to pharmacists and physicians in our State. Many talks and exhibits have been presented before professional groups. The Associate Director has continued to interview periodically members of both professions to assist in the solving of mutual problems.

The College has continued to co-operate with the Florida State Board of Pharmacy by loaning its facilities to the Board for examinations on six different occasions.

The Ladies Auxiliary of the Florida State Pharmaceutical Association has continued to donate annually \$50 for the purchase of books and journals. In May, 1949, the Dade County Ladies Auxiliary gave the sum of \$1,000 to assist in furnishing a seminar room. The Gainesville Branch of the Ladies Auxiliary of the F.S.P.A. gave two "mixers" for students and two buffet suppers for the graduating students and friends.

The Borden Foundation, Incorporated, contributed \$1,500 for undergraduate scholarships.

The present problems confronting this College are well defined. (1) Because of the very large enrollment the newly acquired space is already overcrowded. Although 100 temporary lockers have been installed in the hallway, three and four students must be assigned to single laboratory lockers. These

made to give the senior students some practical experience in compounding and dispensing prescriptions in a new dispensary in the Infirmary. They will be under the supervision of registered pharmacists.

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The present problems confronting this College are well defined. (1) Because of the very large enrollment the newly acquired space is already overcrowded. Although 100 temporary lockers have been installed in the hallway, three and four students must be assigned to single laboratory lockers. These

temporary lockers are a fire hazard. Last semester laboratory sections in pharmacology had to be scheduled in a chemistry laboratory in order to find adequate space. More offices are needed for an expanded faculty. Additional departmental library space has been recommended by the American Council on Pharmaceutical Education. (2) An assistant dean and at least one more faculty member are needed for an adequate counseling system for pharmacy students and approximately 75 University College students (per semester) whose honor point average is too low for admission to this College. (3) The clerical staff of the College is inadequate for its size and one more stenographer should be added. (4) Since the number of graduate assistants has been curtailed, a full-time stock clerk is needed to assist the Curator. (5) Salaries must be raised to hold the present staff members and to replace interim instructors. (6) A greater allowance for travel is needed for faculty members to attend scientific and professional meetings.

RECOMMENDATIONS

1. That the new biennial budget be approved as submitted.
2. That the new building which has been requested for the College of Pharmacy be given a high priority on the University's building program.

Respectfully submitted,

P. A. FOOTE,

Dean

REPORT OF THE DEAN OF THE COLLEGE OF PHYSICAL EDUCATION, HEALTH & ATHLETICS

To the President of the University

SIR: Since its creation in 1946 this college has enjoyed unusual success and recognition on state and national levels. Change and expansion marked the year 1950 when Intercollegiate Athletics became a full-fledged Division and the College began offering a curriculum leading to the Master of Science degree. The college presently operates in the areas of Student Health, Teacher Training, Required Physical Education, Intramural Athletics and Recreation. A full program in all areas is now being offered to women students.

The following factual breakdown will show something of the scope of the offerings of this college:

1. *The Department of Student Health* comprises a staff of 5 physicians and 47 nurses, technicians, office and service staff that operated a modern well-equipped infirmary 697 days during the past biennium. Health Service during the same period cared for 2,273 in-patients and 90,568 out-patients. This volume was taken care of by maintaining clinic service during the day between the hours of 8 a.m. until 12 midnight, and by maintaining a complete nursing service 24 hours daily.

2. *Women's Physical Education*. Beginning in 1947-48 with an enrollment of 150 this department now teaches 700. The fall of 1950 will see approximately 1,000 women engaging in the comprehensive program presented in 1947-48. This program includes Teacher Training, Physical Fitness and Recreation and a carefully planned program of guidance and counseling with individual work where necessary.

3. *Required Physical Education (Men)*. Designed and operated to provide all male students with a guided program of physical fitness and post-college recreational skill this program during the 1948-50 biennial period served approxi-

mately 8,100 students. Of this number about one-eighth participated in the Adapted and Therapeutic section, which is especially designed to provide for the rehabilitation of those students needing such attention.

4. *The Professional Curriculum.* This program has offered training in Physical Education, Health Education, Safety Education, and Recreation to approximately 3,456 students during the biennium. Total major students were 349. Beginning with the Summer Session of 1950 this department offered a curriculum leading to the Master of Physical Education and Health degree to 30 candidates. Further expansion on the Doctoral level is contemplated when the demand warrants. A program of research has been inaugurated and is moving forward.

5. *Intramural Athletics and Recreation (Men and Women).* This very large program was handled largely by approximately 1,100 students. The program comprised 21 sports. Contests played numbered approximately 6,500. Some 5,800 different students participated in the regular program each year and 1,350 students took part in the activities of one or more of 16 interest groups. The two summer programs saw 70 teams and 4,000 students participate in a program of 8 sports and other recreational activities. A faculty and employee program served 600 persons.

The request and need for added staff and facilities has been made elsewhere. Special attention must be given to the maintenance of high standards of instruction and service. This becomes increasingly difficult with ever increasing numbers of students for whom to provide. Under the circumstances we feel that much progress has been made. Further progress will depend largely on the where-withal to do the job.

Respectfully submitted,
D. K. STANLEY
Dean

REPORT OF THE DEAN OF THE UNIVERSITY COLLEGE

To the President of the University

SIR: In our previous report it was pointed out that the most impressive single achievement of the University College was the successful handling of the unprecedented student enrollment.

The University College took the brunt of this sudden expansion as the great majority of the beginners enrolled in this unit. There was the possibility that as soon as these large numbers moved on to the specialized professional schools and colleges of the Upper Division, that the University College would be over-staffed. Our enrollment changes very little. Of course, the influx of G.I.'s has about stopped, but this has been offset by an increasing number of entering students directly from the high schools.

Year	University College Enrollment
1945	1134
1946	2083
1947	4672
1948	5648
1949	5071
1950	5331

There is a drop in the enrollment for 1949, but we have advanced significantly again in 1950. The enrollment in the Comprehensive General Education Courses has climbed steadily.

	American Institutions	Physical Sciences	English	Logic	Math	Humanities	Biol. Sciences
Sept. 1946	2032	1149	2454	943	1019	1390	1475
Sept. 1947	1710	1065	1962	1190	820	1910	1713
Sept. 1948	2070	1250	2072	1210	648	1583	1475
Sept. 1949	2201	1202	2124	1051	790	1804	1647
Sept. 1950	2181	1445	2113	1152	816	1810	1655

Probably the most important work we have undertaken during the biennium is the part we are taking in the nation-wide evaluation of General Education. In December, 1949, the American Council on Education invited twenty of the leading universities of the country that had established programs of General Education to consider an evaluation program. This evaluation program is undertaken not to measure and compare schools or departments, but it is designed to sharpen issues, clarify objectives, validate measurement, and to subject the whole procedure of General Education to closest scrutiny, criticism, and improvement. Members of the University College faculty have taken a prominent part in the national meetings. We were able this past summer to send six faculty members to the two-week workshop.

Our lend-borrow arrangement with Upper Division colleges, concerning instructors, is working in a very satisfactory manner.

Teaching hours Loaned to Upper Division 233	Teaching hours borrowed from colleges of the Upper Division 278
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While we lend about as much as we borrow, the arrangement is very desirable from several standpoints. (1) It gives all instructors of General Education an opportunity to work in the area of his high specialization in graduate school. (2) The flexibility enables both units to meet unexpected shifts in enrollment. (3) It enables the University College to use some of the best teachers of the Upper Division colleges and schools. Some of these men bring us a breadth of view along with high scholastic achievement that we could not get working alone.

As determined by individual student conferences, registration, and class reaction, the attitude of the student group toward the required core of General Education subjects is better than it has been at any time during the past. Probably there will always be a small vocal group who are eager to hurry into specialized professional training, and consequently are impatient with basic, or citizenship preparation. Our number of these grows smaller. Periodic revision has greatly improved the comprehensive courses. Also, attitude has probably improved because so many of the leading universities of the country have shifted emphasis toward General Education.

Respectfully submitted
W. W. LITTLE
Dean

REPORT OF THE DEAN OF THE GENERAL EXTENSION DIVISION

To the President of the University

SIR: During 1948-1950, the General Extension Division gave instruction to 69,611 Floridians. It reached additional thousands by helping organizations and groups develop their programs, and by assisting individuals in their special fields of interest. It lent 230,018 units of visual aids and library materials, and gave expert advice for their effective use.

An approximate increase over the preceding biennium of forty-five per cent in extension registrations and of seventy per cent in extension services indicates that the half million new residents who have come to Florida in the last decade, as well as former citizens, are becoming increasingly aware that the University can help them with their individual and community problems through instruction, information, and services. They are asking for this assistance.

As the extra-mural college, the General Extension Division conducts the adult education programs, extends university instruction for credit, and offers State-wide visual, library and informational services.

ADULT EDUCATION

The University Adult Education programs are specifically designed to help Floridians with their problems of the family and home; to enable them to meet new requirements on their present jobs or to prepare for new positions; to help businessmen solve some of their problems and train their workers; to bring professional men up-to-date; to aid voluntary organizations active in welfare; to assist civic groups in community development; and to up-grade the employees of State agencies. Interested Floridians are being informed concerning current economic, social, governmental and international problems, how these problems affect them and what they can do about them. They are given help in developing their talents, skills and appreciation in more worthwhile cultural-avocational leisure time activities.

The nature and scope of the extension program are suggested by the following examples. The Public Service Training Center of the Division is aiding officials and employees. Annual courses are conducted for city manager, municipal finance officers, water and sewage plant operators, sanitarians, and laboratory technicians. Special courses have been given to peace officers, park executives, wildlife officers, tax collectors, juvenile judges, social workers, recreation superintendents and employees.

Since Florida is essentially a state of small businesses, proprietors and their employees have appreciated helpful courses in sales management. Realtors received instruction in appraising, lumber personnel in merchandising, automobile dealers in insurance, undertakers in new techniques, automotive fleet supervisors in safety, bankers on current problems, and tourist attractions employees on public relations.

Women's organizations have been given study programs and short courses in the areas of home and family living, health, gardening and home beautification, child development, and international relations.

Chambers of Commerce and other civic organizations have shown interest in the enlargement of the resource use and community development programs.

Rapidly growing small towns, vitally interested in developing their recreational opportunities through attractive educational features not only for young

people but for the large number of retired persons coming to the State, are being given special help. The arts and crafts training program for community instructors has been enthusiastically received.

Alumni are participating in many of these activities.

These examples give some idea of the spread of the adult program emphasizing family and home, community leadership and development, citizenship and public service, world study, and business and the professions; the 49,770 persons who were enrolled from every county in the State show the public interest in it.

This program called for a tremendous amount of planning, organization and supervision on the part of the General Extension Division and was conducted not only with the aid of the universities, but also with the assistance of other institutions and many agencies which furnished a great deal of instructional help. Representatives from the various groups cooperated in analyzing their needs, and assisted in planning the program. The short course, work conference, discussion, demonstration and other methods were adapted to specific purposes. An extension specialist taught group organization and discussion techniques with special emphasis on the film forum as an outstanding method in adult education.

Because of insufficient resources for complete coverage in State-wide programs concerned with a great variety of interests, the General Extension Division has necessarily devoted much of its effort from year to year to spot programs to take care of immediate needs rather than to the development of a continuous balanced program to meet long range goals looking to social, economic, governmental, and cultural-avocational progress.

EXTENSION OF UNIVERSITY INSTRUCTION

In extending university instruction the General Extension Division cooperates with the colleges and departments of the two State universities in making available to the people of Florida certain university experiences and courses which can be conducted successfully away from the campuses. This work is conducted through classes and workshops, and by correspondence study. There were 16,383 registrations in college credit courses during the biennium.

Since only a very limited number of faculty members are available to give university extension instruction for credit, and since there is urgent and well defined need to help train teachers to develop and improve further the educational system of the State, the extension class as well as the workshop program has been centered on this group.

Over the years the Division has had 82,430 registrations in correspondence study. This method has enabled the universities to offer educational opportunities to many isolated persons who could not have taken work by any other method, and in more than one biennial period has carried the university to the people through every post office in the State.

MATERIALS SERVICES

The General Extension Division has given the people the only State-wide audio-visual and general library service in Florida.

Visual Instruction—The Department of Visual Instruction circulates materials from its collection of all kinds of audio-visual aids, and offers training and consultant services in the selection and use of equipment and materials. These aids and services are available to help enrich the educational programs of the schools and of religious, civic, agricultural, industrial, and governmental groups.

In working with the public schools, the department head has helped establish thirteen county film libraries since 1946 when only four existed. These libraries are encouraged to stock the visual aids most frequently used during the school year. The Florida Cooperative Film Library maintained at the General Extension Division Materials Center supplements the county libraries by furnishing visual aids which are needed only on occasion, and is available to schools and groups which do not have access to a county library. This decentralization and sharing of responsibility of the counties and the General Extension Division, representing the Universities, have proved to have many advantages over a plan which centralizes a state's film services in a single large collection.

The Department has assisted the College of Education at the University in establishing a visual aids program. Through initial efforts of the head of the department, a grant of \$5,000 was secured from Teaching Films Custodians, Inc. to enable the College to conduct a teaching materials study. The services of the head of the department and large quantities of materials were made available for this work during the spring and summer of 1950.

Information and Library Service—During the past two years 158,000 items were lent to citizens in every section of the State.

Reference books went to extension students. Package libraries were used by leaders of civic groups and women's organizations and by ministers. Children's books, borrowed by parents and teachers, stimulated children's interest in reading and acquainted them with the best in literature. Collections of plays, pictures, prints and recordings enriched the libraries of recreational centers, schools, and communities, and encouraged the appreciation of music, art, and literature among children and adults.

The Extension Division furnished a staff specialist to help public libraries with their problems of organization, administration and materials selection.

A State Information Center is maintained to which other Florida citizens may look for answers to their questions, just as farmers look to the Agricultural Extension Service.

The Extension Division now has the largest circulating collection of children's books and one of the finest teachers professional libraries in the South, bought with donations and student fees.

COMMENTS AND RECOMMENDATIONS

To render a larger service to the people, the General Extension administration must be strengthened, the program broadened, the organization enlarged, and the Division must be enabled to utilize better the expanding facilities of all institutions under the Board of Control.

For the most effective and economical operation of a State-wide program of instruction and service, the General Extension Division should represent not only the University of Florida and Florida State University but also the Florida Agricultural and Mechanical College and the John and Mable Ringling Museum of Art in all their extension activities.

(At present, the Division is giving Florida Agricultural and Mechanical College student correspondence study courses, and is making its audio-visual and extension library facilities available to the colored people of the State. It is cooperating also with the John and Mable Ringling Museum of Art in presenting visual aids for art education. However, the Florida Agricultural and Mechanical College is conducting its own extension classes and teachers workshops. The

Ringling Museum of Art could make a much more significant contribution to the culture of the State through a general extension program.)

After twenty-five years the jurisdiction of the Division should be restated officially in order that all institutional personnel will understand:

That to centralize authority, responsibility, reporting and budget the General Extension Division will remain in the University; the Dean and staff will remain directly responsible to the President of the University; and that the Division will cooperate with all of the institutions under the Board of Control to develop a more significant State-wide service.

That the General Extension Division is responsible for organizing and administering on and off-campus adult education, the extension of university instruction, and loan services for all institutions under the Board of Control. (The only exceptions are the Colleges of Agriculture and Engineering, which have the authority to conduct their own non-credit adult education programs because they operate under the Land Grant Act. However, both cooperate extensively in the program administered by the Division.)

That the General Extension Division is responsible for building a substantial, functional, and balanced State-wide program based on the needs of the people; for developing operational patterns; and for making recommendations in keeping with the limitations of personnel, facilities, and budget, to the President of the University of Florida for the approval of the Board of Control.

That the General Extension Division is responsible for administering all the off-campus materials loan services of the State institutions under the Board of Control in order that citizens may look to one single source for institutional help of this kind and the State may be saved the unnecessary expense for duplication of materials, staff, and operation.

That all colleges and administrative units are expected to recognize the importance of the extension program, and to cooperate with the General Extension Division to the fullest extent.

That all colleges and schools of the State institutions should suggest courses and projects which will increase their value to the total extension program and to the people of the State.

That the schools and colleges of the State institutions are expected to provide the faculty personnel necessary to teach college credit extension courses and to assist with the adult education program.

That the deans and directors may request in their budgets personnel needed for extension work without prejudicing in any way requests covering needs for resident teaching and research.

That faculty participation in extension along with good teaching, research, and publications will be considered in computing teaching loads and in making recommendations for promotions. (Because participating faculty members must spend additional time in travel and in special preparation for non-credit short courses, service courses, single lectures and lectures in series, each ten contact instructional hours given in extension should be counted the equivalent of one semester hour of resident instruction. Each credit hour of courses taught in extension classes and workshops should be counted the equivalent of 1½ semester hours of resident teaching.)

That the Division will continue to give credit correspondence study courses, and a variety of non-credit cultural and practical courses and directed reading for adults. (Instructors preparing correspondence courses or grading papers

should be allowed credit on their teaching loads as provided in the regulations governing this work. In too many instances, instructors are unhappily carrying correspondence study in addition to full-time resident teaching loads.)

By authorization of the Board of Control, the General Extension Division is reviving and directing the high school relations program for the State institutions under the Board of Control. This program is designed to broaden the interests and develop the abilities of high school students in forensics, music, art, drama, journalism, and academic subjects by any appropriate means or method. For this work, additional faculty assistance and ready access to facilities of the institutions should be provided.

There never has been established a national educational formula for the percentage of total faculty effort which should be engaged in a state university general extension program. However, the University is committed to general extension instruction and service, as well as to resident teaching and research. The immediate needs have continually outrun the resources of the General Extension Division, and it is readily apparent that the approximate two per cent of the faculty efforts now available cannot be considered adequate to take care of one of the important functions of the University. It is certain that as many resident faculty as can be employed within the limitations of a realistic budget can be used in a program of inestimable value to the people of the State and to the University.

The requests necessary to take care of normal growth have been made in the regular budget of the General Extension Division. However, it is obvious that if a number of new faculty is added to the resident staff to enlarge the extension program, additional personnel for organization and direction, specialists in new areas, and operating funds will have to be provided for the Division.

Respectfully submitted
B. C. RILEY,
Dean

The following Statistical Summary shows registrations in the program of the General Extension Division and the extent to which its materials services were used during 1948-50. It does not indicate many of the groups which look to the Division for help, since they are not served biennially but only when inaugurating new activities or requiring refresher courses. The large numbers belonging to those groups which are assisted in developing their own educational programs are not reported.

I. UNIVERSITY ADULT EDUCATION PROGRAMS		Number participating	
		Informal	Formal
A. Family and Home			
Family Life Education			
Adult Institutes (33)		3,963	
Youth-Adult Institutes (18)		6,448	
Forums (17)		6,345	
Garden Club Clinic (1)		31	
Garden Club Short Courses (2)		284	
Interior Decoration		24	
Plantings for Florida Homes		41	
	Total	17,136	
B. Community Leaders			
Audio-Visual Institutes (5)		1,004	
Church Choirs		305	
Community Counseling and Guidance Seminars (10)		403	

	Number Informal	Participating Formal
Film Forums Services (45)	2,714	
Parent-Teacher Leadership Short Courses (2)	1,484	
Seminar on Community Planning	70	
Southeastern Adult Education Regional Conference	101	
University Town Hall (22)	708	
Public Librarians and Library Trustees Institutes (11)	505	
Total	7,294	
C. Citizenship and Public Service		
Alien Training	613	
City Managers Short Courses (2)	70	
Social Workers Institutes (2)	42	
Municipal Finance Officers Short Courses (2)	100	
Park Executives Institute	54	
Recreation Leaders		
Extension Classes (20)	316	502
Short Courses (12)	1,038	
Sanitarians Short Courses (2)	278	
Tax Assessors Short Course	76	
Tuberculosis Regional Institutes (3)	57	
Water and Sewerage Plant Operators Short Courses (3)	466	
Wildlife Officers School and Short Course	279	
Total	3,389	502
D. Business and Professional		
Advertising in Action	850	
Art Conference	125	
Automobile Insurance	205	
Bank Executives Forum	224	
Clinics for Funeral Personnel (2)	107	
Florida-Southeastern Business Conferences (2)	91	
Housing Seminar	111	
Ice Manufacturers Short Courses (2)	144	
Legal Problems of Small Businesses	85	
Lumber and Millwork Personnel Short Courses (13)	885	
Motor Vehicle Fleet Supervisors Short Courses (2)	97	
Post Graduate Dental Short Courses (2)	217	
Realtors Clinics (4)	263	
Real Estate Appraisers Institutes (2)	94	
Retail Management Short Courses (2)	133	
Retail Selling Short Courses (2)	331	
Tourist Courtesy Clinics (2)	94	
Visual Aids Conference—Florida Railroads and Public Utilities	44	
Visual Aids Conference—County Agents	34	
Total	4,134	
E. World Study	Number	Participating
Film Classics League Series (63)	16,333	
United Nations Foreign Policy Conferences	403	
UNESCO Study Groups (27)	486	
World Citizenship Classes (2)	63	
World Trade Workshop	30	
Total	17,315	

	Number Informal	Participating Formal
II. EXTENSION OF UNIVERSITY INSTRUCTION		
A. Teacher Training		
Classes (138) and Workshops (34)	618	10,009
Work Conferences (21)	2,814	
Total	3,432	10,009
B. Correspondence Study		
College Registrations	26	5,375
High School Registrations		999
Total	26	6,374
GRAND TOTALS	52,726	16,885
III. MATERIALS LOAN SERVICES		
A. Visual Instruction		
Films—Showings	66,719	
Slides and Filmstrips—Showings	4,591	
Total	71,310	
B. Information and Library Service		
Reference books, recordings, drama and art materials, unit and package libraries, etc.—Items	158,708	
Total	158,708	

REPORT OF THE COORDINATOR OF THE MILITARY DEPARTMENTS

To the President of the University

SIR: During the first year of the biennium, the Air Force ROTC was a component of the Army ROTC. In 1949 two Departments, collectively termed the Military Departments, were established; the Army ROTC Department with its Professor of Military Science and Tactics and the Air Force ROTC Department with its Professor of Air Sciences and Tactics. For University Administrative purposes, the President designates one of these Professors as "Coordinator of Military Departments."

The Army ROTC Department includes three units: Infantry, Field Artillery, and Transportation Corps. The Air Force ROTC Department offers instruction in General Administration and Communications.

During the period of this report, considerable improvement of facilities for the Military Departments has been effected, to include supply rooms, new outdoor rifle range, and three new classrooms. At the end of the period 14 Army officers and 22 noncommissioned officers and 7 Air Force officers and 5 noncommissioned officers were for duty with the Departments. At the beginning of the 1948-49 school year, the total enrollment for all units was 2189. 125 Advanced Course students received their Army commissions. At the beginning of the 1949-50 school year, the total enrollment for all units was 2490. 118 Advanced Course students received their Army commissions and 77 their Air Force commissions.

Respectfully submitted

G. S. PRICE, COL.,F.A.

Coordinator, Military Departments

REPORT OF THE DIRECTOR OF THE DIVISION OF MUSIC

To the President of the University

SIR: When the Division of Music was reorganized two years ago it set upon a course charted to bring music, in its full functional, educational and cultural worth, to our University, and to contribute its share of service to the musical development of our state.

Toward this goal the Division established a comprehensive schedule of courses in educational and avocational music and a state-wide service program. The student and public response has proved the demand there in was accurately appraised.

Within the biennium 1,714 students enrolled in one or more music classes; 13,088 private lessons (vocal and instrumental) were given to 818 students; 605 teachers and prospective teachers enrolled in music education courses. Organized ensembles (four bands, Symphony Orchestra, Men's and Women's Glee Clubs, and Choral Union) have steadily grown in both size and production quality, with enrollment reaching 675 in the biennium's closing semester.

Beyond their full teaching schedules, the sixteen instructors of the Division have contributed liberally to campus and state musical life. They have appeared on 567 public programs, as concert artists, guest speakers, adjudicators, and conductors—129 on campus, 85 in the Gainesville community, and 353 throughout the state and nation. Faculty and students under faculty direction have performed before audiences totaling 1,827,350 during the biennium. In addition, the Division has brought to the campus 21 distinguished visiting artists in concert.

In cooperation with the Extension Division, the Ministerial Association and civic music organizations, the Division has participated in developing and producing community music endeavors, from oratorios to massed church choir festivals and hymn sings. Working with county school officials and music education associations, the Division launched the first annual Alachua County Song Festival and the first annual Fifth District Band and Choral Festivals (4,400 grade pupils participating) on the University campus. Through the Florida Music Educators' and Teachers' Associations and the Florida Federation of Music Clubs, staff members accepted 145 invitations to serve as clinic and festival conductors and consultants, working with a total of 71,240 student musicians.

In the fields of research and creation the staff has been productively active. Important achievements have been made in radio technique and voice pedagogy research, and five original compositions have been premiered—two of which have been published this year. With the cooperation of Radio Station WRUF a volume of University of Florida songs (orchestra, band, chorus) has been recorded and is now on the press.

The Division has organized and furnished teaching personnel and equipment for an instrumental music program in the P. K. Yonge Laboratory School. In cooperation with the College of Education, a well-rounded program for the Laboratory School is being developed to serve as a pattern for other secondary schools of like size in the state.

In September, 1949, the Division of Music moved into its new home—the reconditioned frame building that previously housed the College of Physical

Education, Health and Athletics. Though the building is labelled "temporary" and has its limitations in appearance and comfort, it has proved adequate for efficient work, and the Division is very grateful to the Administration, the University architects and the Maintenance Department through whose interest and cooperative efforts the quarters were created.

The most immediate building need of the Division is an outdoor theatre. It could be built for very little—a stage and shell and benches for an audience of five or six thousand—and would fill the sharp call for additional auditorium space. It might also be profitably used by other branches of the University for public events.

The Division earnestly requests reconsideration of its earlier request for authority to grant academic degrees with majors in music. The Division has the staff, the equipment and the facilities to carry out a degree-granting program; it needs only the authority to do so. Acting as a service department for the University, community and state during the past two years has been rewarding in its own achievements, but it has also brought an increasing pressure of demands from students and educators for the degree offerings. The need for public school music teachers is increasing each year in our state; other institutions of higher learning in Florida are not able to fully meet this growing need, and teachers are being imported from other states. School officials constantly lay this problem before us and ask our help. The Division feels a very real responsibility herein and sincerely hopes it may soon be permitted to fulfill that responsibility.

Respectfully submitted

A. A. BEECHER

Director of Music

REPORT OF THE DIRECTOR OF ALUMNI AFFAIRS

To the President of the University

SIR: The division of Alumni Affairs is responsible for the maintenance of alumni records, for the publishing of a magazine and other periodicals, for the motivation of drives for funds obtained from private sources, and for the co-ordination of the work of the General Alumni Association.

In the alumni office there are now correct addresses for 15,000 alumni, which represents an increase of 5,000 over the number for the last biennium. A biographical file is being maintained for each alumnus where records are available. Special efforts are being made during the present war emergency to keep in touch with alumni in the various services of the nation's defense.

The *Florida Alumnus*, the official publication of the Division of Alumni Affairs, has been published quarterly and other miscellaneous news periodicals have been published and distributed to alumni and friends of the University. The *Florida Alumnus* has an average circulation of 15,000 for each issue.

Although the University has never attempted an intensive campaign for funds from private sources to make possible buildings and needed improvements which are not available from tax funds, such a need is evident. This year, if the war emergency permits, a fund raising campaign for a University Memorial Center will be inaugurated.

The Director of Alumni Affairs also serves as Secretary of the General Alumni Association. In this capacity he works with the President of the Alumni Association, who at the present is Dr. Clyde O. Anderson of St. Petersburg,

Florida and an Executive Council of forty-two prominent alumni, to coordinate all the work of the General Alumni Association in its efforts to build a greater University of Florida. There are now fifty-six local alumni clubs in Florida and four out of the state, representing a gain of exactly 100% during the past two years. Active membership in the Alumni Association is nearly 6,000. Each year two meetings of the General Alumni Association, ten class reunions, numerous Executive Council and local club meetings, provide the fellowship and inspiration for a complete program sponsored by the Alumni Association. A high-light of the program this year will be the drive for funds for the proposed University Memorial Center.

Respectfully submitted

W. R. MATTHEWS

Director

REPORT OF THE BUSINESS MANAGER

To the President of the University

SIR: The report of the 1948-50 Biennium offers evidence of progress in the business operations and plant development of the University of Florida. This biennium has seen a continuation of the expansion that has marked the recent history of the University of Florida. This growth is evidenced by the fact that the number of students at each succeeding enrollment and graduation during the period have each set all time records.

Considerable effort has been directed towards perfecting the structure of the Business Office Organization and its operating procedures to the end that adequate and efficient service may continue to be furnished in whatever volume required in the most economical way possible. Key personnel have been carefully selected and organizational improvements made where they appeared desirable and necessary. An organization chart is included as Exhibit A.

FISCAL OPERATIONS

Definite progress has been made during this period in improving and refining operating procedures and systems throughout this field. The following items are representative of our major accomplishments.

- (a) A comprehensive and effective system of inventory control for University property has been developed and installed. Periodic checks and physical counts are made to insure the accuracy of this system.
- (b) A program of continuous internal audit has been initiated in order to provide management with essential operating data on a current basis. This program is of particular importance in the constant evaluation of the financial position of our auxiliary enterprises.
- (c) An installation of punched card accounting machines has been made and numerous applications of accounting and related activities adapted to their use accomplished. These modifications have assisted in providing operating data on a more current basis with substantial savings in man power.
- (d) A central purchasing program has been developed for the entire University in order to supply its varied needs. This system has been most effective in procuring materials, equipment, and services of high quality at the most advantageous prices.

PHYSICAL PLANT

Building of classroom, research, administration and service facilities has continued in an effort to meet the ever increasing demands. During this period, it has been possible to place emphasis on permanent construction which was not possible during the immediate post-war years. However, because of the continued steady growth of our student body and with the movement of the veterans bulge into the upper divisions and graduate work, the University's plant remains wholly inadequate. It has been necessary to continue to use all of the temporary buildings which total in excess of 900,000 square feet or more than one third of the total floor area of buildings on the entire campus. There is the increasingly serious problem of continuing to maintain these temporary structures which are now reaching the age when their maintenance cost is high and will increase at an accelerated rate as they grow older.

Science Hall, one of the original classroom buildings, has been condemned for use by the office of the State Fire Marshall and thereby displacing all Natural Science instructional units and laboratories. The relocation of these functions in existing buildings that are already overcrowded and inadequate has presented a serious problem, however temporary arrangements are in progress to house these activities until Science Hall is renovated.

By the effective use of the Plant and Grounds Division, offices, classrooms, laboratories and dormitories have been repaired, renovated and remodeled, adding substantially to student and faculty welfare and general plant efficiency. Permanent buildings and improvements authorized for construction during the period of this report on the University campus, at the branch experiment stations, and field laboratories included:

NAME OF PROJECT	Amount Authorized or Expended
1. Engineering Building (First Unit)	\$ 1,000,000.00
2. Administration-Classroom Building	1,373,000.00
3. Library Unit (Second Unit)	615,000.00
4. Reestablishment of Horticulture Area and Improvements and Additions to New Area	200,251.00
5. Establishment of Dairy Unit at Hague	238,096.00
6. Renovation of old Classroom Buildings	35,000.00
7. Florida Union Annex	81,909.00
8. Enlargement of Central Heating Plant and Generating System	131,352.00
9 Renovation of old Residence Halls	43,082.00
10. Dietians Cottage	38,000.00
11. Improvements to First Floor Seagle Building	26,957.00
12. Addition to Hydraulic Building	28,497.00
13. Athlete's Training Room	10,000.00
14. Improvements to Auditorium	50,000.00
15. Addition to Law Building	342,000.00
16. WRUF Transmitter Station	125,675.00
17. Conversion of Old Gym to Music Building	7,181.00
18. Brick Stairway—Horticulture Bldg.	35,000.00
19. Renovation of Old Library Wing	15,000.00
20. Student Service Center	540,000.00
21. Extension of Utilities, Sidewalks, Streets and Roads	126,542.00
22. Library Stacks and Furnishings	234,167.00
23. Improvements to Military Stores Bldg.	48,629.00

24. Pest Control Lab.	4,919.00
25. P. K. Yonge Cafeterias	80,471.00
26. Warehouse Wing and Duplicating Bldg.	61,543.00
27. Incinerator	15,000.00
28. New Residence Halls	4,628,000.00
29. Additions to Main Cafeteria	382,784.00
30. Additions to Infirmary and Nurses Home	116,876.00
31. Revision of Utilities System	175,973.00
32. Completion of Florida Gymnasium	758,013.00
33. Improvements to Athletic Fields	32,661.00
34. Additions to Chemistry—Pharmacy Bldg.	482,861.00
35. Improvements to Sewage Treatment Plant	9,520.00
36. Florida Field Stadium Addition	700,000.00
Total	\$12,793,959.00

The following parcels of land were acquired during the period:

Description	Date	Acreage	Estimated Valuation or cost
1. Radio Station—Transmitter Site	1948	60.00	\$ 2,100.00
2. Dairy Unit, Hague	1948	1089.40	80,140.00
3. Dairy Unit, Hague	1949	80.79	8,079.00
4. Rose Property, Sorority Area	1949	0.30	13,518.09
5. City of Gainesville, Sorority Area	1949	9.50	15,000.00
		1239.99	\$118,837.09

AUXILIARY ACTIVITIES OF BUSINESS OFFICE

The Food Service Division under the supervision of a Director with complete centralization of management, purchasing and services was activated during this period. The main cafeteria seats 1,000 people and serves over 5,000 student meals per day at an average cost of \$1.51 per student for three balanced meals. The Florida Room, a smaller cafeteria of modern design was opened in the fall of 1949, to provide convenient eating facilities adjacent to the women's residence halls. This division also operates snack bars, soda fountains and the model school lunchroom under the National School Lunch Program for the grade school students of the P. K. Yonge Laboratory School. Banquet and party facilities were provided for more than 75,000 students and guests of the University during this period.

An institutional laundry was opened in February 1950 to provide actual-cost linen and laundry service to all University activities.

The Student Service Center was substantially completed during this period and will be opened for the fall semester of 1950. This building, dedicated to the service of Florida students, will provide a modern restaurant, book and supply store, U. S. Branch Post office and meeting and social rooms for the student body.

TABLE I

**STATEMENT OF INCOME AND DISBURSEMENTS
FOR THE PERIOD
JULY 1, 1948 THROUGH JUNE 30, 1950**

	Balance July 1, 1948	1948 - 1949			1949 - 1950			
		Income	Disbursements	Reverted June 30, 1949	Income	Disbursements	Balance June 30, 1950	
							Unreleased	Forwarded
STATE APPROPRIATIONS								
University:								
Salaries	\$ 69,673.42	\$2,700,155.00	\$2,756,005.97	\$ 13,822.45	\$4,121,040.30	\$3,586,067.22	\$ 529,344.50	\$ 5,628.58
Salaries for Expense	527,746.56		327,163.95		32,411.00	200,582.61		32,411.00
Expense	196,288.42	932,944.91	1,063,079.09	823.97	1,853,108.22	1,468,146.37		450,292.12
Special—Forest Ranger School at Lake City					20,000.00	17,249.80	2,750.00	.20
Total University State Appropriations	\$ 793,708.40	\$3,633,099.91	\$4,146,249.01	\$ 14,646.42	\$6,026,559.52	\$5,272,046.00	\$ 532,094.50	\$ 488,331.90
Engineering and Industrial								
Experiment Station:								
Salaries	\$.45	\$ 80,000.00	\$ 79,975.76	\$ 24.69	\$ 146,620.00	\$ 138,152.81	\$ 8,464.00	\$ 3.19
Expenses	65.36	20,000.00	20,019.93	45.43	35,000.00	18,346.44	16,508.00	145.56
Contingent Fund	.21	6,610.00	6,609.30	.91				
Total Engineering and Industrial Experiment Station, State Appropriations	\$ 66.02	\$ 106,610.00	\$ 106,604.99	\$ 71.03	\$ 181,620.00	\$ 156,499.25	\$ 24,972.00	\$ 148.75

	1948 - 1949				1949 - 1950			
	Balance	Income	Disbursements	Reverted	Income	Disbursements	Balance June 30, 1950	
	July 1, 1948			June 30, 1949			Unreleased	Forwarded
Agricultural Experiment Stations:								
Salaries	\$ 120,977.88	\$1,104,045.00	\$1,071,356.97	\$ 153,665.91	\$1,459,331.00	\$1,220,520.97	\$ 151,431.44	\$ 87,378.59
Salaries for Expense	10.78		10.78					
Expense	51,302.36	554,350.77	569,155.70	36,497.43	744,874.72	518,396.59	69,807.84	156,670.29
North Florida Mobile Units		50,000.00	48,410.21	1,589.79	50,000.00	42,423.47	5,625.00	1,951.53
Everglades Station—Special		5,000.00	4,500.00	500.00	5,000.00	4,625.00	375.00	
Emergency and Contingent Fund	30,000.00	30,000.00	55,140.00	4,860.00	40,000.00		40,000.00	
New Beef Unit	14,729.26		12,840.93	1,888.33	15,000.00		4,500.00	10,500.00
Special Dairy Unit					30,000.00	19,828.76	1,500.00	8,671.24
Land Replacement	25,000.00		25,000.00					
North Florida Special—Live Oak								
Branch Station:								
Salaries			—		7,500.00		4,125.00	3,375.00
Expense					7,500.00		2,250.00	5,250.00
Vegetable Crops and Flower								
Experimental Stations—Gladioli					5,000.00	1,797.50	1,500.00	1,702.50
Total Agricultural Experiment								
Stations, State Appropriations	\$ 242,020.28	\$1,743,395.77	\$1,786,414.59	\$ 199,001.46	\$2,364,205.72	\$1,807,592.29	\$ 281,114.28	\$ 275,499.15
Agricultural Extension Service:								
Salaries	\$ 39,235.03	\$ 239,626.11	\$ 231,092.33	\$ 47,768.81	\$ 382,095.00	\$ 304,768.46	\$ 45,232.39	\$ 32,094.15
Salaries for Expense		1,500.00	1,448.00	52.00				
Expense	12,116.67	54,348.45	60,652.78	5,812.34	81,733.50	64,252.60	9,947.50	7,533.40
Contingent Fund	7,500.00	7,500.00		15,000.00	10,000.00		10,000.00	
Total Agricultural Extension								
Service, State Appropriations	\$ 58,851.70	\$ 302,974.56	\$ 293,193.11	\$ 68,633.15	\$ 473,828.50	\$ 369,021.06	\$ 65,179.89	\$ 39,627.55
TOTAL ALL								
STATE APPROPRIATIONS	\$1,094,646.40	\$5,786,080.24	\$6,332,461.70	\$ 282,352.06	\$9,046,213.74	\$7,605,158.60	\$ 903,360.67	\$ 803,607.35

	1948 - 1949				1949 - 1950		
	Balance	Income	Disbursements	Reverted	Income	Disbursements	Balance June 30, 1950
	July 1, 1948			June 30, 1949			Unreleased Forwarded
FEDERAL APPROPRIATIONS:							
University:							
Morrill-Nelson Fund	\$	\$ 25,000.00	\$ 25,000.00	\$	\$ 25,000.00	\$ 25,000.00	\$
Bankhead-Jones Fund	.55	20,827.55	20,826.45		20,827.55	20,828.00	1.20
Total University Federal Appropriations	\$.55	\$ 45,827.55	\$ 45,826.45	\$	\$ 45,827.55	\$ 45,828.00	\$ 1.20
Agricultural Experiment Stations:							
Hatch Fund	\$	\$ 15,000.00	\$ 15,000.00	\$	\$ 15,000.00	\$ 15,000.00	\$
Adams Fund		15,000.00	15,000.00		15,000.00	15,000.00	
Purnell Fund		60,000.00	60,000.00		60,000.00	60,000.00	
Bankhead-Jones Fund		40,579.22	40,579.22		40,579.22	40,579.22	
Research and Marketing Act	15,601.75	52,042.70	58,864.31		81,778.42	56,320.95	34,237.61
Ramie Research Contract	6,770.78	9,733.08	16,093.68		15.00	425.18	
Total Agricultural Experiment Stations, Federal Appropriations	\$ 22,372.53	\$ 192,355.00	\$ 205,537.21	\$	\$ 212,372.64	\$ 187,325.35	\$ 34,237.61
Agricultural Extension Service:							
Capper-Ketcham Fund	\$	\$ 27,417.72	\$ 25,281.53	\$	\$ 25,281.53	\$ 26,927.00	\$ 490.72
Smith-Lever-Bankhead-Jones Fund	16,010.77	184,780.44	187,790.02		187,790.02	168,379.87	32,411.34
Bankhead-Flannagan Fund	6,151.25	106,012.71	95,744.18		105,495.40	115,795.19	6,119.99
Emergency Farm Labor Program	45.00		45.00				
Research and Marketing Act	1,734.44	1,265.56	1,886.44		386.44	1,497.86	2.14
Farm Housing Fund					2,000.00	1,152.68	847.32
Total Agricultural Extension Service, Federal Appropriations	\$ 23,941.46	\$ 319,476.43	\$ 310,747.17	\$	\$ 320,953.39	\$ 313,752.60	\$ 39,871.51
TOTAL ALL FEDERAL APPROPRIATIONS	\$ 46,314.54	\$ 557,658.98	\$ 562,110.83	\$	\$ 579,153.58	\$ 546,905.95	\$ 74,110.32

	Balance July 1, 1948	1948 - 1949			1949 - 1950			
		Income	Disbursements	Reverted June 30, 1949	Income	Disbursements	Balance June 30, 1950	
							Unreleased	Forwarded
INCIDENTAL FUNDS:								
University:								
University Incidentals	\$ 437,419.95	\$2,664,590.93	\$2,566,504.37	\$	\$2,932,908.04	\$3,026,341.99	\$	\$ 442,072.56
General Extension Division Incidentals	5,066.41	130,474.86	99,803.63		103,330.55	104,451.38		34,616.81
Radio Station WRUF Incidentals	132,669.93	93,783.32	219,640.48		103,916.26	88,000.75		22,728.28
Total University Incidental Funds	\$ 575,156.29	\$2,888,849.11	\$2,885,948.48	\$	\$3,140,154.85	\$3,218,794.12	\$	\$ 499,417.65
Engineering and Industrial Experiment Station:								
Incidental Fund	\$ 26,384.43	\$ 333,231.48	\$ 356,546.68	\$	\$ 246,178.90	\$ 231,805.31	\$	\$ 17,442.82
Agricultural Experiment Stations:								
Incidental Fund	\$ 88,357.16	\$ 162,254.85	\$ 190,553.33	\$	\$ 194,279.98	\$ 146,588.59	\$	\$ 107,750.07
Agricultural Extension Service:								
Florida National Egg-Laying Test	\$ 5,095.21	\$ 13,527.50	\$ 15,798.23	\$	\$ 13,332.60	\$ 13,840.93	\$	\$ 2,316.15
TOTAL ALL INCIDENTAL FUNDS	\$ 694,993.09	\$3,397,862.94	\$3,448,846.72	\$	\$3,593,946.33	\$3,611,028.95	\$	\$ 626,926.69
ENDOWMENT FUNDS:								
University:								
American Legion Interest	\$	\$ 2,200.00	\$ 2,200.00	\$	\$ 2,200.00	\$ 2,200.00	\$	\$
Seminary Interest	850.01	2,500.00	2,091.66		1,232.99	2,500.00		(8.66)
TOTAL ENDOWMENT FUNDS	\$ 850.01	\$ 4,700.00	\$ 4,291.66	\$	\$ 3,432.99	\$ 4,700.00	\$	\$ (8.66)

GRANTS AND DONATIONS:

University:

Cancer Research Fund
Atomic Energy Commission

Total University Grants
and Donations

Agricultural Experiment Stations:

Grants-in-Aid

TOTAL GRANTS AND DONATIONS

OTHER FUNDS:

University:

Alachua County Funds for
P. K. Yonge School
University of Florida
Replacement Fund

TOTAL OTHER FUNDS

AUXILIARY FUNDS:

University:

Cash Funds
Bond Fund
Revolving Funds

TOTAL AUXILIARY FUNDS

	1948 - 1949				1949 - 1950		
	Balance	Income	Disbursements	Reverted	Income	Disbursements	Balance June 30, 1950
	July 1, 1948			June 30, 1949			Unreleased Forwarded
	\$	\$ 77,747.22	\$	\$	\$ 46,237.83 10,389.88	\$ 89,923.26 9,693.71	\$ 34,061.79 696.17
	\$	\$ 77,747.22	\$	\$	\$ 56,627.71	\$ 99,616.97	\$ 34,757.96
	\$ 44,140.28	\$ 26,412.95	\$ 29,047.37	\$	\$ 71,399.40	\$ 33,627.91	\$ 79,277.35
	\$ 44,140.28	\$ 104,160.17	\$ 29,047.37	\$	\$ 128,027.11	\$ 133,244.88	\$ 114,035.31
	\$	\$ 60,300.00	\$ 60,300.00	\$	\$ 59,459.96	\$ 59,459.96	\$
		4,995.00	4,995.00		159.40		159.40
	\$	\$ 65,295.00	\$ 65,295.00	\$	\$ 59,619.36	\$ 59,459.96	\$ 159.40
	\$ 75,916.93	\$1,305,312.01	\$1,286,852.98	\$	\$1,634,088.71	\$1,482,115.62	\$ 246,349.05
	50,000.00	3,200.00					53,200.00
	13,000.00						13,000.00
	\$ 138,916.93	\$1,308,512.01	\$1,286,852.98	\$	\$1,634,088.71	\$1,482,115.62	\$ 312,549.05

	1948 - 1949				1949 - 1950		
	Balance	Income	Disbursements	Reverted	Income	Disbursements	Balance June 30, 1950
	July 1, 1948			June 30, 1949			Unreleased Forwarded
DORMITORY REVENUE FUNDS:							
University:							
Rental and Transfer Fund	\$	\$	\$	\$	\$ 242,872.06	\$ 201,523.89	\$ 41,348.17
Operating Fund					72,324.06	54,411.17	17,912.89
Repair and Replacement Fund					23,417.38		23,417.38
TOTAL DORMITORY REVENUE FUNDS	\$	\$	\$	\$	\$ 338,613.50	\$ 255,935.06	\$ 82,678.44
AGENCY AND CUSTODIAN FUNDS:							
University:							
Special Gifts and Grants	\$ 6,402.06	\$ 48,805.26	\$ 36,868.93	\$	\$ 38,969.55	\$ 31,056.41	\$ 26,251.53
Federal Research Projects	7,365.85	32,924.97	39,857.79		23,385.00	22,667.16	1,150.87
Agency Housing and Other Activities	147,184.42	420,922.68	370,510.55		393,568.47	259,559.82	331,605.20
Student Activity Funds	35,355.96	284,139.25	257,510.98		344,432.10	317,285.05	89,131.28
Scholarship and Loan Funds	92,315.20	331,641.13	342,753.99		336,096.60	327,159.37	90,139.57
Security and Breakage Deposits	63,232.77	92,062.32	84,682.60		65,872.64	60,454.94	76,030.19
Student Cash Deposits	44,318.05	963,547.48	942,778.18		1,302,543.42	1,188,129.75	179,501.02
Other Non-Educational Funds	8,868.40	30,257.38	13,549.67		63,133.19	71,238.28	17,471.02
TOTAL AGENCY AND CUSTODIAN FUNDS	\$ 405,042.71	\$2,204,300.47	\$2,088,512.69	\$	\$2,568,000.97	\$2,277,550.78	\$ 811,280.68

BUILDING FUNDS:

University:

	1948 - 1949				1949 - 1950		
	Balance	Income	Disbursements	Reverted	Income	Disbursements	Balance June 30, 1950
	July 1, 1948			June 30, 1949			Unreleased Forwarded
Revision of Utilities	\$ 175,991.58	\$	\$ 172,190.85	\$	\$	\$ 3,781.98	\$ 18.75
Temporary Facilities for Veterans and Faculty	280,151.68		280,151.68				
Gymnasium-Auditorium	767,701.07	82.60	649,447.12			108,567.25	9,769.30
Cafeteria and Equipment	379,074.03	6,674.87	362,564.80		4,423.25	20,219.55	7,387.80
Athletic Improvements	22,661.38	10,000.00	29,833.96			2,827.42	
Addition to Infirmary	91,495.70	15.32	91,495.70				15.32
Furnishings-Infirmary Addition	25,388.29		25,353.37			26.78	8.14
Addition to Chemistry Building	251,439.55	7,076.32	250,352.40			8,163.47	
Furnishings-Chemistry Addition	88,523.65		88,523.65				
Horticulture Laboratory	688.32		667.44				20.88
Advance Planning Expenses	21,155.46		19,012.60			1,500.00	642.86
Sewage Disposal Plant	9,520.10		9,520.10				
Library Addition	800,000.00	62.04	651,317.18			148,744.86	
Library Addition (part of Cost)	615,000.00		75.00		269.82	539,774.85	75,419.97
Purchase of United States Surplus Property	9,655.75	62.00	9,717.75				
Dormitory Contruction Funds:							
State Building Fund	700,000.00		700,000.00				
Co-Education Funds (State)		300,000.00	300,000.00				
Revenue Certificate Fund		3,490,715.86	71,338.04			2,275,512.30	1,143,865.52
Revenue Certificate—Interest and Sinking Fund		183,108.75	61,217.65		105,798.45	122,435.30	105,254.25
Classroom and Administration Building		1,373,000.00	335,052.06			764,533.42	273,414.52
First Unit Engineering Group		1,000,000.00	9,186.90			695,031.06	295,782.04
Stadium Building Fund:							
Construction Fund					617,964.10	200,893.33	417,070.77
Interest and Sinking Fund					2,679.57		2,679.57
Total University Building Funds	\$4,238,446.56	\$6,370,797.76	\$4,117,018.25	\$	\$ 731,135.19	\$4,892,011.57	\$ 2,331,349.69

	1948 - 1949				1949 - 1950		
	Balance	Income	Disbursements	Reverted	Income	Disbursements	Balance June 30, 1950
	July 1, 1948			June 30, 1949			Unreleased Forwarded
Agricultural Experiment Stations:							
Dairy Products Laboratory	\$ 6,301.54	\$	\$ 6,270.00	\$ 31.54	\$	\$	\$
Dairy Unit, Main Station	96,900.00	139,100.00	158,131.93			77,868.07	
Laboratory Addition, Homestead	2,988.19		2,959.75	28.44			
Warehouse, Homestead	760.71		260.00				500.71
Laboratory and Housing, Ona	5,657.94		5,630.23	27.71			
West Florida Station, Milton	360.18		325.00				35.18
Equipment, Vegetable Processing Laboratory	886.07		882.05	4.02			
Equipment, Dairy Processing Laboratory	17,478.81		17,475.02				3.79
Soils Laboratory, General Education Board Fund		50,000.00	50,000.00				
Poultry Unit, Main Station	9,991.00			9,991.00			
Poultry Disease Laboratory	.43			.43			
Vegetable Processing Laboratory	.20			.20			
Vegetable Crops Laboratory	.58			.58			
Storage and Implement Shelter, Bradenton	134.75						134.75
Office and Residence, Quincy	5.71			5.71			
Staff Housing, Quincy	.02			.02			
Laborers Cottages, Belle Glade	2,400.00			2,400.00			
Laboratory Addition, Belle Glade	361.60						361.60
Dwelling Units, Belle Glade	.01			.01			
Machinery Shelter, Hastings	8.73			8.73			
Laboratory Addition, Sanford	413.09						413.09
Total Agricultural Experiment Station, Building Funds	\$ 144,649.56	\$ 189,100.00	\$ 241,933.98	\$ 12,498.39	\$	\$ 77,868.07	\$ 1,449.12
TOTAL ALL BUILDING FUNDS	\$4,383,096.12	\$6,559,897.76	\$4,358,952.23	\$ 12,498.39	\$ 731,135.19	\$4,969,879.64	\$ 2,332,798.81

TABLE II
UNIVERSITY OF FLORIDA
STATEMENT OF CURRENT INCOME BY SOURCES
YEARS 1948-1949 AND 1949-1950

Source	1948 - 1949		1949 - 1950	
	Amount	Percentage	Amount	Percentage
State and County Appropriations	\$5,859,879.35	48.69%	\$ 9,115,983.10	56.48%
Federal Appropriation	590,583.95	4.91	602,538.58	3.73
Student Fees and Rentals	3,345,163.75	27.80	3,948,267.60	24.46
Auxiliary Enterprises	1,402,295.35	11.65	1,738,004.97	10.77
Research Contracts	333,231.48	2.77	246,178.90	1.53
Agriculture Sales	175,782.35	1.46	207,612.58	1.29
Grants and Donations	157,999.92	1.31	172,235.16	1.07
Endowment	4,700.00	.04	3,432.99	.02
Miscellaneous	165,336.48	1.37	105,545.65	.65
TOTALS	\$12,034,972.63	100%	\$16,139,799.53	100%

REPORT OF THE DIRECTOR OF THE CANCER RESEARCH LABORATORY

To the President of the University

SIR: On July 1, 1949, we began remodeling the old photographic laboratory on the campus of the University of Florida into a cancer research laboratory. U. S. Public Health Service Grant C-1039 defrayed the construction costs. On November 1, 1949, we moved into the building. At that time, however, the equipment was not complete nor was some of it in operating condition. By December 1, 1949, research was underway in all departments.

The building has been divided up into the following special laboratories and rooms:

- | | |
|--------------------------|--------------------|
| 1. X-Ray | 9. Dark Room |
| 2. Pathology | 10. Incubator Room |
| 3. Biophysics | 11. Cold Room |
| 4. Library | 12. Operating Room |
| 5. Chemistry | 13. Animal Room |
| 6. Radiochemistry | 14. Feed Room |
| 7. Biochemistry | 15. Stock Room |
| 8. Physical Measurements | |

Some of the other facilities and equipment that are worthy of mention are:

85 kv X-ray machine

Reflecting, phase, and Ultropak microscopes

Rotary and freezing microtomes

Complete photomicrographic equipment

Centrifuge with 20,000 x g. attachment

Lead hood for radioactive work

4 Geiger scalers; one with recording rate meter

Q-gas Counter and Bureau of Standards samples

Beckman quartz Spectrophotometer

Beckman G pH meter

Friden Ultramatic calculator

Micro and other balances

A professional glass blower and well equipped mechanical and electrical engineering shops are available to make special apparatus.

Our staff consists of Dr. Olin H. Borum, chemist, who is engaged principally on problems of structure of possible carcinogenic compounds, under a grant from the Office of Naval Research. Part of his time, however, is devoted to the synthesis of radioactive organic compounds of interest in cancer research. Dr. Perihan Cambel is our pathologist; Dr. Tien Ho Lan, biochemist, is absent on leave; Dr. Francis E. Ray, Director, and Dr. Siegfried Woislowski, chemist and biochemist. We have two technicians, three laboratory assistants, a secretary and a part time office clerk. In addition, there are six graduate students who hold fellowships from the Cancer Research Laboratory and who devote all their time to study and research.

GASTRIC CANCER

One of the factors that has handicapped the study of gastric cancer is the inability to readily produce gastric cancer in experimental animals. Certain dyes have been found by Ivy and Dawson and by Visscher to be eliminated by the gastric mucosa. We are preparing a series of compounds with similar structure but in which we have incorporated a carcinogenic moiety. We have prepared the following compounds: Where R is derived from I. m-phenylenediamine; II. dimethylaniline; III. resorcinol; IV. pyrogallol; V. m-cresol; VI. salicylic acid; VII. phenol

The composition of I and II have been proved by analysis and they are now being tested on a group of rats. The physical properties such as solubility, pK, and absorption spectra are being measured and an attempt will be made to correlate physical properties and carcinogenicity. It is hoped that we can produce a compound with the requisite physical properties that it will concentrate in the stomach and, by virtue of the fluorene moiety, cause tumor formation. Mr. John H. Peters and Dr. S. Woislowski are engaged in this work.

ANIMAL STUDIES

The distribution of our compounds in the rat is being studied in comparison with several of the dyes which Visscher found to be secreted by the stomach. The dyes are administered by feeding, and intravenous, intramuscular, subcutaneous and intraperitoneal injection. Both single doses and prolonged administration will be studied. The dye excreted in the urine is determined colorimetrically and the feces are examined. A complete blood study is also undertaken.

After death by neck stroke the stomach is removed and cut along the greater curvature. The pH is determined and the opacity and consistency noted and amount of dye in the gastric juice measured. Two smears of the gastric juice are taken. One is stained with Wright's stain to detect blood and the other with Methylene Blue to detect desquamated cells. Blood analysis consists of red blood, white blood and differential counts and hemoglobin determinations.

Stomach tissues are fixed in formalin or frozen sections made. The usual hemotoxylin and eosin are varied by counterstaining with Orth's carmine.

Because of a lack of detailed information in the literature we are studying the normal cellular composition of the gastric mucosa of the rat. This study should prove of value to many investigators who employ the rat as an experimental animal.

It has been found that a weakened or depleted organ is more prone to attack by carcinogens. For example, a low riboflavin diet predisposes to liver tumors while thiourea or thiouracil leads to thyroid tumors. By the use of repeated injections of histamine we hope to exhaust the parietal cells. By weakening the mucus barrier and by inducing an atrophic gastritis we hope to predispose the

stomach to attack. Our preliminary results show considerable change in the gastric mucosa. We find that the dosage of carcinogen is of considerable importance in determining the site of neoplastic growth. Large doses applied to the skin are apt to cause skin cancer while large ingested doses cause liver cancer.

Among our experimental animals two mice have developed tumors of the forestomach. These are now being studied histologically and will be reported in one of the standard journals. In this connection it will be recalled that one of our compounds was found by Dr. H. P. Morris of the National Cancer Institute to have produced a sarcoma of the glandular stomach of a rat. In addition, a thickening of the stomach wall occurred in another animal.

The experimental work on animals is under the direction of Dr. Perihan Cambel, our pathologist. She is assisted by two technicians, Mrs. Mary Heisler and Mrs. Lois Summer. The following graduate students are working on research problems in the fields described above: Andrew Breidenbach and James Sgouris.

There is a theory that the lowering of the calcium content results in loss of cell cohesiveness. We, therefore, have an extensive investigation underway on the intracellular distribution of calcium in the normal and in the desquamated stomach. Alternate sections are stained and incinerated. The stained sections are prepared with Alizarin Red S mordented with aluminum and counterstained with Toluidine Blue. The alternate sections are incinerated in a small electric furnace.

At the present time (March 15, 1950) we have 225 rats and 150 mice under test. The animals are housed in an air-conditioned room in modern cages. An air-conditioned operating room adjoins the animal room. We can easily accomodate 450 rats and 1,000 mice.

ACETYLAMINOFLUORENE ANALOGS

We collaborate with the National Cancer Institute in the preparation and study of radioactive and other derivatives of acetylaminofluorene (AAF). To date we have prepared:

- I. 4,4'-diacetyldiaminobiphenyl
- II. 4-acetylaminobiphenyl
- III. 2-o-toluoylaminofluorene
- IV. 2-m-toluoylaminofluorene
- V. 2-p-toluoylaminofluorene

We have sent Compound I to Dr. H. P. Morris and have Compound II ready for shipment. The others will be ready for shipment within a week.

We have undertaken a series of experiments to find the optimum conditions for the preparation of 2-acetyl-amino-N¹⁵-fluorene using ordinary nitrogen-14. Just recently these experiments have been successful. We are now checking our results before proceeding with the use of N¹⁵. The reason for this preliminary investigation is apparent at the present price of \$350.00 per gram N¹⁵.

A preliminary study of the physical properties of all these compounds is underway. This indicates that it may well be possible to predict the carcinogenicity of a compound from its physical chemical properties.

This work is being carried out under the direction of Dr. Francis E. Ray by Miss Mary F. Argus and Miss Mary L. Jung, graduate students.

STUDENT TRAINING PROGRAM

Mention has been made above of the Student Training Program. We have provided fellowships for a number of graduate students who are interested in the problem of cancer. These students select a problem related to our general field of interest and submit this for their thesis requirement. In addition, they pursue studies in biology, physiology, biochemistry, chemistry, and physics. They carry out their research here at the Cancer Research Laboratory and are in constant contact with members of the staff. Each member of the staff of the Cancer Research Laboratory gives a course in his specialty. In these courses an attempt is made to coordinate the various courses taken outside the department and to focus them on the central problem of cancer. This is one of the few places where graduate students can be trained in the combined techniques that are necessary for modern research in a complex field such as cancer.

There is at the present time an acute shortage of workers trained in the many fields that now seem to be necessary for the successful prosecution of cancer research. Medical schools in general do not offer such a program because their curricula are primarily designed to prepare clinicians and not to train researchers. The present departmental organizations in those great medical centers where extensive research is carried out are seldom concerned with the comprehensive training program. We feel that the skills and knowledge that are now so laboriously acquired should be systematically transmitted to the younger people entering the field and that promising young men and women should be induced to enter this field. It is expected that candidates completing this program for the Doctorate will either go into Medical School and then into clinical research or on to the great Cancer Research centers, such as the National Cancer Institute.

While primarily designed to train workers in cancer research the program is so comprehensive that the skills acquired can be applied to any of the complex problems of biology or medicine.

RELATED RESEARCH PROJECTS

In addition to our main program described above we are collaborating with several other departments on the campus. Dr. A. A. Bless is interested in the bioelectric potentials of neoplastic tissue. He occupies the X-ray and biophysics laboratory. It is hoped that the bioelectric potentials will enable deep seated cancer to be recognized in its early stages. The work is supported by a grant from the U. S. Atomic Energy Commission.

The relationship between the fat solubility of a compound and its carcinogenicity is being studied in our laboratory by a member of the bacteriology department. The use of special lipoid producing organisms is expected to throw light on this problem. We already have been able to influence strikingly the growth pattern of these one cell organisms.

The psychology department is studying the behavior characteristics of a group of rats that have been treated with a carcinogen. It is an attempt to determine if, and at what stage, in the development of cancer an apparent change takes place. Twelve treated animals and 12 controls are in the first run.

SUMMARY

The Cancer Research Laboratory at the University of Florida is engaged in a study of gastric cancer and experimental carcinogenesis. Collaborative work with the National Cancer Institute on derivatives of acetylaminofluorene and with local departments of bacteriology and psychology is under way.

A comprehensive program for the training of graduate students in cancer research is under way.

Respectfully submitted

FRANCIS E. RAY

Director

REPORT OF THE DIRECTOR OF THE INSTITUTE OF INTER-AMERICAN AFFAIRS

To the President of the University

SIR: The Honorable Carlos Davilla, former President of Chile, delivered a lecture to a large University audience on October 22, 1948, on "Economic Cooperation between the Americas." On February 22nd, 1950, the Honorable Alberto Lleras, former Provisional President of Colombia, made an equally instructive talk on "The Organization of American States," of which organization he is Secretary General. Both speakers were invited to Gainesville by the Committee on Public Functions and Lectures, at the instance of Mr. John F. Martin, Director of the Institute of Inter-American Affairs.

On the recommendation of Director Martin and with the concurrence of Dr. J. Wayne Reitz, Provost of Agriculture, Mr. Guy L. Bush, Head of the Latin American Division of the Office of Foreign Agricultural Relations, U. S. Department of Agriculture, spent two days on the Campus last April. Mr. Bush lectured on Brazil and conferred with students interested in the agriculture of that country.

In connection with the dedication of a bust of General Eloy Alfaro at St. Augustine on January 24, 1949, the Director of the Institute made a broadcast in Spanish which was beamed to and heard in South America.

On Columbus Day of the preceding year the Director made a broadcast in Spanish over the local Radio Station WGGG.

Following arrangements made jointly by the College of Engineering and the Institute, one hundred and thirty Cuban engineers visited Gainesville and the University in April of last year. The Director made an address of welcome in Spanish. Five Latin American students of engineering either spoke at or assisted in the ceremonies incident to a luncheon given by the City.

Upon the invitation of the Civitan Club of Jacksonville Dr. J. Hillis Miller, President of the University, introduced at a club luncheon two Latin American students who talked on Chile and Colombia respectively.

Other activities of the Institute include talks by the Director sometimes accompanied by two or three Latin American students, to the Rotary Clubs of Gainesville, Starke, Keystone Heights, Lake City and Jacksonville. Similar addresses were made by Director Martin to the Junior Chamber of Commerce of Tampa, the Alumni Association of Orlando, the Women's Club of Jacksonville and the Kiwanis of Tavares.

The Director and nine students participated in a round-table discussion of Latin American current events at the P.K. Yonge Laboratory School on July 9, 1948. Subsequently, talks on Latin America were made by the Director to the students of Journalism at the University and to the members of the senior class in Spanish at the P. K. Yonge School.

Throughout the period covered by this report, Mr. Martin continued to serve as Liaison Officer of the Foreign Agricultural Relations Committee, which

routes Latin American agricultural trainees to the University of Florida for visits to the College of Agriculture and inspection of the experiment stations of Florida. He also made translations of correspondence in Spanish, Portuguese and Italian addressed to the College of Agriculture, Agricultural Experiment Station, the Department of Poultry Husbandry, the Registrar's Office & other departments of the University. Films pertaining to Latin America were shown on the campus with fair regularity.

From time to time the Institute has supplied pamphlets on the countries of Latin America to schools of Alachua County requesting such information.

In the autumn of 1948 Mrs. John F. Martin, assisted by six Latin-American students, organized a program of Latin American music and folk-dances for the Women's Club of Gainesville.

Broadcasts over the University Radio Station WRUF were made by Messrs. José Sais, of Cuba, Ramiro Parada, of Panama, and Humberto J. Benet, of Mexico, the first two in commemoration of their countries' national holiday, and the last named on occasion of Pan American Day. A small Latin-American student orchestra made broadcasts over this radio station WGGG in 1949, and over the University station WRUF in 1950. Finally, Mr. Alvaro Llano, of Colombia, made a talk on his country to the Rotary Club of Palatka, and Mr. Ramiro Parada, of Panama, addressed the Rotary Club of Starke.

The highest registration of Latin American students in the history of the University of Florida was reached during the second semester of the 1949-50 session, when 73 Latin American students from 12 countries registered for graduate and undergraduate courses.

Canada and the Bahama Islands were also represented.

This figure compares favorably with a total of 58 Latin American students in residence in June 1949 and 28 in June 1948.

During the two-year period under notice 14 Latin American students representing 7 countries, were awarded 4 Master's and 10 Bachelor's degrees. In addition 3 Chinese students sponsored by the Institute received the Master's degree in 1949-50.

The following men were graduated with honors and elected to membership in Phi Kappa Phi:

Mr. Jose de Alencar of Brazil; Mr. Eduardo Jenkins of Costa Rica; Mr. Humberto J. Benet of Mexico, and Mr. Clery G. Salazar of Puerto Rico.

It is worthy of note that of the sixty Latin American students graduated since the beginning of World War II, eleven have been elected to Phi Kappa Phi.

Early in 1948 the Committee on Area Studies recommended that certain courses relating to the Inter American program be organized and added to the University curriculum. Pursuant to this recommendation a Latin American Studies Program, which had previously functioned in the College of Arts and Sciences, was set up in the Colleges of Education and Business Administration and in the Graduate School.

RECOMMENDATIONS

The University now enjoys abroad a good reputation for the areas of instruction in which Latin Americans are chiefly interested, namely, agriculture, architecture and engineering. Interest is even keener in medicine. Continuing inducements should be made to Latin American students to attend the University of Florida, where several hundred could easily be accommodated.

For the fiscal year 1950-51 the Institute was accorded an increase of \$500 a year for room scholarships. This increase was promptly nullified by a simultaneous rise of about 12% in dormitory rents. To award room scholarships to at least half of the eighty or ninety Latin American students expected to register in September 1950, item 3 on page 81 of the Institute's present budget should be increased from \$3,000 to \$4,000.

As of September 18, 1950, the University will award 80 work scholarships which will provide each holder with three meals a day in return for two and a half hours work in the Cafeteria. It is recommended that a small number of these scholarships be reserved for Latin American students, many of whom formerly worked in the Cafeteria and who may now be entirely deprived of this form of self-help.

The recent creation of English courses for foreigners has proved to be a boon to our Latin American students. It is strongly urged that the two courses of this type now offered during the regular session be continued, and expanded if necessary.

In several instances Latin American applicants for admission to the University of Florida wishing to improve their knowledge of English during the summer have been forced to attend English Language Schools at neighboring institutions. It is recommended that an English Language School similar to that at Louisiana State University, Florida Southern College and Georgia State College for Women be organized here for the purpose of conducting a combination orientation and English Language course for foreigners during the summer months.

Respectfully submitted

J. F. MARTIN

Director

REPORT OF THE DIRECTOR OF UNIVERSITY LIBRARIES

To the President of the University

SIR: I have the honor to present the report on the University Libraries for the biennium July 1, 1948—June 30, 1950.

The biennial report on the University Libraries for 1946-1948 was concerned largely with the reorganization and development of the library system and staff to provide library service for a university which had almost tripled in size during that biennium.

In general the organization has been satisfactory, but while progress has been made in the development of a capable staff, additional key positions must be added during the next biennium in order to provide the best library service for the growing demands of the University.

During the 1948-1950 biennium, the greatest concentration of efforts has been on providing an adequate physical plant for the University Libraries and on developing the library collection, especially in the fields of Latin American materials, audio-visual aids and basic bibliographical tools for scholarly research.

The construction of the new additions to the main library was a background for all library activities during the years 1948-1950, the period of building almost exactly coinciding with that covered by this report. Construction started in early June of 1948, and the remodeling of the old building has occupied much of this summer of 1950. The necessary continued use of the building while the construction and the remodeling were in progress called for patience and good

will on the part of students, faculty and library staff. The work has been accomplished, however, and the University has a library building in which we can take pride.

While the new additions conform to the Gothic architecture of the original building, the architects were able to secure most of the benefits of modern planning in the reading rooms and stack areas. There is a present seating capacity of 1200, which can be increased to 1600 when it becomes necessary. The stack area provides space for 450,000 volumes, and the shelves in the reading rooms will accommodate another 60,000 volumes.

The four large reading rooms have made it possible to provide rooms which are especially designed to serve students and faculty in the four broad divisions of the University: the University College, the humanities, the social sciences and the natural sciences. Shelved in the rooms are most of the books and periodicals which the undergraduate students will need for their day to day work in their courses. It is hoped that this arrangement will encourage reading and that these rooms will provide library centers where the students will become familiar with the books and journals in their major fields of study.

Space has also been provided for a permanent, fireproof home for the P. K. Yonge Library of Florida History which has come to play such an important part in scholarship at the University.

It has also been possible to set aside a room to house the University's special collection of creative writing by Florida authors, which is in a sense a companion collection to the Yonge Library of Florida History. This newest collection of the library was inaugurated by Marjorie Kinnan Rawlings at the dedication of the new library building on March 30, 1950, at which time she presented to the University the manuscripts of her books *The Yearling* and *Cross Creek*.

While the construction of the library building has been going on, members of the library staff have worked with the instructional staff in securing the books, journals and documents which are needed in the University's program. During the years 1948-1950, we have added to the collection approximately 60,458 cataloged volumes and 22,923 uncataloged volumes of documents. These past two years have been particularly significant in that we have added some of the great basic sets which are requisites of a research library.

As the library grows larger and the University's demands upon it become more complex, the problems of securing and organizing material for use increase almost geometrically. The administrative organization of a library will provide the operational framework, but in the last analysis, the task falls on those who must do the jobs.

I believe you have a right to assume that your library staff is competent. However, I should like to take the occasion of this report to tell you that your staff has displayed much more than competence during the past two years. If they had not shared your vision of the future of the University during the period of the construction and remodeling of the building, when they worked amid constant shifting of books, concrete dust and the sound of air hammers, many of them could not have carried on. During this period, the library was closed only one day because of construction—on that day all the lights in the building were cut off!

Although space does not permit an account of the activities of each department, there is a group of relatively new activities which is growing so

rapidly in importance and has such far-reaching implications that I should like to call your special attention to it. This new program of service uses the tools called audio-visual aids, i.e., films, records, microfilms, microcards, tape recorders, maps, etc. They have come to play an increasingly important part in education and in research. For example, the increase in the use of films in the classrooms is shown by the number of times the library provided an assistant to show films or slides during the following six month periods:

July-December, 1948	57
January-June, 1949	128
July-December, 1949	256
January-June, 1950	486
Total	927 showings

During the past two years, 585 films have been rented or borrowed for use in classes.

The demands for these services have grown so rapidly that budget estimates which were made even a year ago are out-of-date. Although some of the instructional departments have purchased films, the library has encouraged their rental rather than purchase principally because of their cost. Some of them are used so frequently, however ,that it has come to be more economical to purchase these. Very few of the departments can afford to buy them independently.

I should like to recommend that an allocation be made to the library to be used as a central fund for the purchase of films which will be used frequently enough to justify their acquisition.

With the opening of the new music listening rooms, the Carnegie record collection was moved to the library. With this as a nucleus, we are making progress in the development of what we hope will be an outstanding collection of records.

The new music listening rooms have been an unqualified success. The five small ones are in almost constant use by individuals or small groups; and with the cooperation of interested members of the faculty, programs of recordings are conducted in the large room.

Another type of service of a more technical nature which falls in this general area is the photographic reproduction of printed materials, i.e., microfilms, microcards, photo-offset. The effect of the fullest exploitation of these processes on libraries and on research in general will be profound. The use of microcard and microfilm makes it possible to secure very expensive sets of material for a fraction of the original cost; and, what is almost as important, makes it possible to store in a small area sets of material which in the original would require hundreds of feet of shelf space.

During the past two years, in keeping with the University's interest in Inter-American activities, the library has devoted considerable attention to acquiring materials pertaining to the Caribbean area. The 1948 budget was the first to contain a separate fund for the purchase of Caribbean material. During the past two years we have acquired through exchange and purchase some 8,994 foreign documents, a large number of these coming from South American countries. The Library of Congress has been very helpful in making its duplicate holding in this field available to us. The library's exchange program has also been very effective in securing Latin American publications, especially in the field of documents.

The publications which the various divisions of the University make available to the library for exchange form the basis of our exchange program. The value of the use of these publications for this purpose cannot be over-emphasized. Not only does this program enable us to receive documents and scholarly publications from all over the world, but especially in the case of the institutions in Latin America the fact that we are interested in receiving their publications and sending them ours is concrete proof that we esteem their scholarship and are interested in a reciprocal program in education.

Mr. President, I feel that the report which I have been able to make on the progress of the University Libraries for the past two years is an encouraging one. I do not like to close, however, without calling your attention to the fact that while in terms of *current* growth and *current* expenditures we may be encouraged, the inadequate number of additions to the book collection in the past necessitates an increased rate of growth if the library is to compare satisfactorily in number of volumes with the other outstanding Southern university libraries. This discrepancy is shown by the statistics for university libraries which appeared in a recent issue of *College and Research Libraries*. These figures indicate that as of July 1, 1949, while the University of Florida was second among Southern universities in terms of enrollment and fourth among them in size of faculty, the library was only eighth among these universities in terms of number of volumes held.

While number in themselves are not important, something of the size of our handicap can be seen when we compare our holdings of 364,985 volumes for that year with the 898,755 volumes of University of Texas, the 551,497 volumes of the University of Virginia and the 536,095 volumes of the University of North Carolina. Differences of from 200,000 to 500,000 volumes in the library holdings of universities offering substantially the same programs are significant and reflect themselves in the amount and quality of graduate study and research which can be done in a university center.

I should like to urge, therefore, that the funds for books and periodicals be increased substantially during the next biennium and to suggest that if during these years any surpluses should occur in other parts of the University, they could advantageously be applied to the purchase of needed books and journals.

In conclusion, I would like to take advantage of this opportunity to express to you once again my deep appreciation for the support which you and the other members of the University administration have given to the Library during the period covered by this report. Without your very real interest and understanding, the new library building could not have been built and furnished by this time.

Respectfully submitted,
STANLEY L. WEST
Director of Libraries

REPORT OF THE ACTING DIRECTOR OF THE FLORIDA STATE MUSEUM

To the President of the University

SIR: The following is an accounting of the general activities for the period of 1948-1950:

The outstanding accessions include 3732 lots, containing 11,870 ornithological specimens, shells and butterflies, procured with the Charles E. Doe collection;

130 archaeological specimens, original and copies, presented by the Museo Etnológico Grupo Guama, Habana, Cuba, through the Florida Anthropological Society; oil portrait of T. Van Hyning, director of this museum since it was founded by law in 1917, to July, 1946, painted from life by Emmaline Buchholz, 1935. Also three rare Jewish religious books, printed in Europe in Hebrew, Latin, Italian and English, during the period of 1695-1700. These were lent to the Jewish Scientific Society, New York, for use in their research endeavors.

The Doe material mentioned was not a part of the original accession, which was received and catalogued by this museum in 1931. It was found while moving the Doe Ornithological Museum to our present facilities in 1948. Mr. Doe was permitted to display his material in the north wing of the P. K. Yonge School about 1935.

Statistical information for the biennium:

Accessions	42
Specimens catalogued	14,178
Catalogue file numbers assigned	4,478
Appraisal of specimens catalogued	\$48,463.35
Visitors	55,723

Included among the visitors were 132 groups of teachers with classes, the majority of which was conducted through the exhibition halls.

Grand totals tabulated since founding of the museum, 1917, including the biennium, 1948-1950:

Accessions	3785
Specimens catalogued	396,824
Catalogue file numbers assigned	91,278
Appraisal of specimens catalogued	\$495,137.98

Visitors recorded since installation of electric eye counter, May, 1939, 284,372. This figure is probably high as the counter is mechanically imperfect.

The above figures, regarding specimens and appraisal are gross rather than current tabulation. The withdrawal of material lent, exchanged, discarded items and obliterated catalogue numbers would alter the totals given. Records pertaining to withdrawals, etc. cannot be compiled without a complete inventory.

Duplicate files of perpetual inventory sheets, high value inventory cards and contributor's receipts, furnished by the museum, are maintained in the Business Manager's office.

Students, teachers, writers, collectors and citizens commonly call upon us for data, identifications and information. We endeavor to satisfy such requests, and, upon occasions, other departments of the university have been asked for assistance. We do not maintain a record of such services since this is a routine museum activity.

In order to finish bird habitat groups, cases being constructed during the war years, the services of an accomplished artist have been procured on an intermittent basis. This work is progressing slowly and new groups will be made available to visitors within a reasonable period.

Our exhibition and storage spaces have been rearranged to accommodate ten large display cases and numerous smaller ones acquired with the Doe collection; eighteen storage cabinets have been added. Nearly all ornithological exhibits have been revised and relabeled to render them more instructional and more attractive. This work has placed specific information adjacent to specimens and likewise provided more interesting displays. We have observed

that adult visitors devote about twice as much time to exhibits, compared to time spent before relabeling was completed.

RECOMMENDATIONS

The needs of this museum are many and varied and, undoubtedly, the Museum Committee will submit long range recommendations in its behalf. Seemingly, it is the consensus of opinion that eventually the museum should be returned to the campus to become a combined teaching and public museum. If plans should develop in this direction it would not be good economy to expand or develop present facilities other than on a nominal basis.

Our greatest need for the present is a well equipped lecture hall to accommodate school and group activities. Such a hall could also be used for guest or traveling exhibits of art and historical material, and it should be made available for use by the General Extension Division, University of Florida, also housed in the Seagle Building. In case the museum moved to the campus the General Extension Division could continue to occupy and use the lecture hall, developing programs accordingly.

Also, with a minimum of personnel and in cooperation with the General Extension Division, an extension program could be conducted into the public schools of the state. Such a program should be designed to encourage teachers and pupils, community centers and citizens to create organized teaching or regional museums to meet the requirements of their own needs.

This museum should be in position to furnish the guidance and incentive necessary, also serving as headquarters for the dissemination of information, publications and identifications. The fruit of such a program should be the interest of students in the various fields of natural and civil history, as well as the arts and crafts, which, in turn, should incite them to aspire for higher education.

Respectfully submitted,
NILE C. SCHAFFER
Acting Director

REPORT OF THE DIRECTOR OF THE UNIVERSITY OF FLORIDA PRESS

To the President of the University

SIR: For the past two years, the University Press has steadily expanded its publishing program, with primary emphasis upon regional titles of general and scholarly interest. Of the ninety-two manuscripts submitted to the Press during the biennium for possible publication, twenty-four were accepted for eventual publication, and the following titles were published:

The Inauguration of Joseph Hillis Miller

Southern Freight Rates in Transition by William H. Joubert

Bibliography of Animal Venoms by R. W. Harmon and C. B. Pollard

A Century of Medicine in Jacksonville and Duval County by Webster Merritt, M.D.

Cosmic Optimism by Frederick W. Conner

Charles Brockden Brown: American Gothic Novelist by Harry R. Warfel

The Mayflies of Florida by Lewis Berner

The Native Trees of Florida (fourth printing) by Erdman West and Lillian E. Arnold

Citrus Fruit Rates by Truman C. Bigham and Merrill J. Roberts

The New Republic, edited by J. Max Patrick

Folksongs of Florida by Alton C. Morris

Six titles are scheduled for publication during the fiscal year 1950-1951, and eight titles will be issued during 1951-1952. As several of these fourteen titles explore the culture of the Caribbean area, the Press can look forward to a wholesome development of its regional program in one of its major aspects—the interpretation of Inter-American culture.

Two major achievements of the Press during the second year of the biennium merit special mention: attainment of status as a major division of the University; and admittance to membership in the Association of American University Presses.

During the same year, three full-time members were added to the Press staff, and sales promotion of Press titles was emphasized through increased direct-mail advertising, radio programs, exhibits, and wider distribution of review copies. The results of these promotional activities were heartening, and it was particularly gratifying to note that Press titles were extensively and favorably reviewed in major national media. The Press also won increasing recognition throughout Florida as an efficient publishing unit. Indicative of this recognition is the cooperative arrangement between the Press and the Florida Board of Parks and Historic Memorials, whereby the Press will publish creditable manuscripts prepared by members of the Board's staff. Half of the costs of publishing these manuscripts are to be borne by the Board. The first fruit of this arrangement is *Here They Once Stood: The Tragic End of the Apalache Missions*, prepared by Mark F. Boyd, Hale G. Smith, and John W. Griffin, and scheduled for publication in late December, 1950. The Press also initiated similar arrangements with The St. Augustine Historical Society and Institute of Science for the publication of Barcia's *History of Florida*, translated from the Spanish by Anthony Kerrigan, and scheduled for publication in early June, 1951.

Throughout the biennium, the members of the Board of Managers of the Press renedered yeoman service in evaluating manuscripts and in determining the policies of the Press during a period of challenging transition. On June 30, 1950, the members of the Board were:

C. B. Pollard, *Chairman*

Charles F. Byers

James W. Day

Lewis F. Haines, *Director*

Paul L. Hanna, *Secretary*

Hollis H. Holbrook

Ralph A. Morgen

Rembert W. Patrick

Thomas Pyles

Herbert S. Wolfe

Respectfully submitted,

LEWIS F. HAINES,

Director

REPORT OF THE DIRECTOR OF PUBLIC RELATIONS

To the President of the University

SIR: In 1950, the University organized a Division of Public Relations to coordinate activities in publicity, information, and publications.

The objectives of the Division now are, to further the aims of the University as pronounced by the Board of Control, as follows:

1. To develop a concept that every phase of the University's activities has its influence upon the public's attitude toward the University.

2. To see to it that every relationship of each department to the public will be productive of good will.
3. To assist in correcting every situation which might tend to create ill will.
4. To bring to the attention of groups locally, in the State of Florida, regionally, and nationally, the excellent services rendered by the University.
5. To make appropriate groups aware of the needs and services of the University.

In brief, the long range objectives might be described as, improved communications, internally and externally.

In order that the University might be of greater service to the people of Florida, the Administration needs to have more widespread contact with the citizens of this state. At the same time, and because of the vast and varied interests and needs of the people of Florida, the University needs better communications with them.

The importance of what is being done for one group is not apparent to another group. Unless each group is aware of the needs of the other and the value of the service rendered by the University in their behalf, the statewide program is always in danger of being misinterpreted, misunderstood and delayed, for want of effective support.

What is being done; why it is being done; and what remains to be done in the best interests of everyone in our progressive state, are all questions which should be answered through the regular channels of communication, such as the press, radio, special publications, motion pictures, television programs, speakers, and exhibits.

The Division of Public Relations undertook as its first assignment a program of direct communication in the local community—which has involved information, consultation, and arbitration—and recognizes a responsibility to Gainesville as the largest single “business” in the city, and it recognizes, too, the desire of the city to serve, befriend, and enjoy the University in every way possible. It is proceeding on a policy that what benefits Gainesville will benefit the University, and likewise those things which add to the stature of the University are also of value to the local community.

Although the Division had no working budget for the first eight months, it is possible to list some modest accomplishments in expanded news coverage by radio, and television, publication of a number of special articles in national publications, organization of a speakers bureau, and information service in the new administration building, publication of a number of pamphlets dealing with commencement, housing, orientation, speakers available for high school, and campus tours. Research, compilation of information and design of prospecti for special projects, such as a Naval ROTC unit, and funds for cancer research, have been part of the service of the Division.

Through the News Bureau, news stories, feature stories, hometown student promotion, as well as specialized articles and interpretative information, was serviced to Florida newspapers, radio stations, and periodicals. Also, during this period the News Bureau serviced over 75 news stories, features, and pictures that were used nationally, many stories receiving the attention of newspapers throughout the nation. Numerous Sunday supplement stories were written and used by both Florida and papers of national circulation.

The News Bureau continued its cooperative aid with Florida newsmen, performing numerous tasks on request from Florida editors. Exploring means to

expand its service, the Bureau instituted within recent months a digest of University news to the weekly press, a service that has met with considerable success. The Bureau has cooperated with many faculty and student organizations in special services which have aided in building better relations with the University's various publics.

For your further information: Projects in progress are the filming, editing, and processing of a color film for showing to high school assemblies, civic clubs, PT-A's, etc, the erection of campus, and off-campus signs, erection of a downtown bulletin board which will acquaint the people of Gainesville with activities to which they are invited at the University, and a series of television shows, both live and film, and a faculty newsletter.

Major deficiency in our present budget is for a survey of opinion throughout the state which would give us a proper view of our relationships in various areas and groups of people throughout the state. We need this in order to know how well informed people are about what we are doing, about our needs and as well as their attitudes toward our proposals. With such knowledge it would be possible to inform those who are lacking information and to correct misimpressions among those who do not understand the reasons for our requests. Without such information, we are likely to be swayed by hearsay and rumor to such an extent that we exert unnecessary effort in areas where it is not necessary, and fail to move promptly in the direction where our efforts would be most fruitful. In other words, we need the facilities for making more accurate diagnoses in order to prescribe correct remedies.

In general our philosophy is that what we do does not necessarily speak for itself. We may understand our task and the University's contribution to those who support it by their taxes, but others of the state may not understand. A clearcut statement of our policy with regard to our relations to the public and the growth and development of Florida, is essential. Once that policy is adopted, every effort should be made to interpret it and to carry the University to every community and person in the state. No program succeeds without the support of public opinion. It either starts with, it achieves it, or it fails.

In order to appreciate the desperation which ensues when the public opinion of a college goes bad, or a public relations program has failed, one needs only to look at the records of those who have failed. They are not concerned with new buildings, new faculty, new students, new books for the library, etcetera. Their only concern is for good will. They have learned that good will makes possible the acquisition of things which are honestly needed.

It would be of little value to have such a flourishing program as the present administration has for the University of Florida if it were not known to the people for whom it is planned. We intend to use every avenue of communication to acquaint the people of Florida with these plans, and likewise advise the administration concerning the acceptability of its plans and actions.

The President's appointment of a Public Relations Advisory Committee has been a most happy and fortunate decision. Some comprehension of the scope of this Council's interest and activities may be had by a mere listing of the personnel and their connections. They are: Allen Skaggs, Jr., Editor, News Bureau; D. R. "Billy" Matthews, Director, Alumni Affairs; J. F. Cooper, Editor Agricultural Extension Service; Major Garland Powell, Director, Radio Station WRUF; Dr. Lewis Haines, Director, University of Florida Press; Dr. W. Max Wise, Dean of Student Personnel; Dr. J. E. Hawkins, Professor for faculty of

Chemistry and Director of Naval Stores Research; Joe Sherman, Director, Sports Publicity; R. C. Griffin, Field Representative, General Extension Division; Emory Diamond, President, Student Body (fall); Jack Humphries, President Student Body (summer); William Byrd, President, Blue Key; and R. S. Johnson, Registrar.

Respectfully submitted,

E. D. WHITTLESEY

Director

REPORT OF THE REGISTRAR

To the President of the University

SIR: I have the honor to submit the following report for the biennium ending June 30, 1950.

In the first year of the biennium, enrollment at the University exceeded 10,000 for the first time. All units of the University showed considerable expansion. The detailed enrollment figures are shown in tables in the Appendix.

During the biennium over 4500 degrees of the Baccalaureate level or higher have been conferred, approximately 33% of all the degrees granted by the University since its reorganization in Gainesville in 1905. Table 3 of the Appendix contains more detailed information on this point. Naturally, the increased enrollment brought additional work to the Registrar's Office and necessitated several changes in procedure. A registration procedure was devised which provided for definite registration appointments for all students, reduced the amount of time individual students had to spend on registration and greatly increased the efficiency and accuracy of the work. There was considerable expansion of our machine records unit through which we do the bulk of our routine records preparation. The development of new procedures making the fullest use of punched card machines has enabled us to handle the considerably increased enrollment with a relatively small increase in staff—three persons being added to the staff in the first of the biennium and one in the second.

The section of the Registrar's Office which has had the greatest increase in work load is the one concerned with the preparation of transcripts and inquiries on student records. The rapidly growing practice of requiring complete college records or abstract thereof for employment, has created a problem unheard of only a few years ago. It is now necessary for three full-time people to be assigned to these duties. Our photostat equipment, which is vital for this service, is 10 years old and rapidly becoming obsolete. It should be replaced within the next year.

As the biennium is ending the Registrar's Office will move to new quarters which will provide adequate space for all sections. With the increasing emphasis on gathering more detailed records on students before admitting them to college, it is expected that the Admissions section will have to increase its staff within the next biennium.

Respectfully submitted,

R. S. JOHNSON

Registrar

TABLE I
A. REGULAR SESSION ENROLLMENT FOR THE BIENNIUM

Colleges and Schools	1948-49 Enrollment			1949-50 Enrollment		
	Men	Women	Total	Men	Women	Total
College of Agriculture	547	3	550	529	6	535
College of Architecture and Allied Arts	268	10	278	326	21	347
College of Arts and Sciences	664	154	818	590	169	759
College of Business Administration	789	17	806	853	21	874
College of Education	319	340	659	293	351	644
College of Engineering	601	1	602	574	2	576
School of Forestry	145	0	145	119	0	119
Graduate School	945	489	1428	1252	486	1738
School of Journalism	-----	-----	-----	37	6	43
College of Law	555	10	565	498	11	509
College of Pharmacy	197	11	208	228	8	236
College of Physical Education, Health and Athletics	62	7	69	70	11	81
University College	5344	713	6057	4950	1005	5955
*Less Duplicates	755	90	845	643	64	707
Net Total Enrollment	9681	1659	11340	9676	2033	11709

* Persons registered in one college or school the first semester and another the second semester.

TABLE I
B. SUMMER SESSION ENROLLMENT FOR THE BIENNIUM

Colleges and Schools	1948 Summer Session			1949 Summer Session		
	Men	Women	Total	Men	Women	Total
College of Agriculture	275	2	277	337	4	341
College of Architecture and Allied Arts	86	3	89	132	8	140
College of Arts and Sciences	396	48	444	381	68	449
College of Business Administration	462	10	472	515	7	522
College of Education	202	330	532	201	343	544
College of Engineering	295	0	295	376	0	376
School of Forestry	84	0	84	94	0	94
Graduate School	696	627	1323	1030	663	1693
College of Law	395	13	408	349	4	353
College of Pharmacy	106	3	109	132	5	137
College of Physical Education, Health and Athletics	32	1	33	45	6	51
University College	1890	277	2167	1566	290	1856
Unclassified	79	167	246	102	169	271
*Less Duplicates	178	23	201	161	23	184
Net Total Enrollment	4820	1458	6278	5099	1544	6643

* Persons registered in one college or school the first term and another the second term.

TABLE II
A. ENROLLMENT OF VETERANS BY COLLEGE AND SCHOOL
REGULAR SESSIONS OF THE BIENNIUM

Colleges and Schools	1948-49			1949-50		
	Students Enrolled	Veterans Enrolled	Percent Veterans	Students Enrolled	Veterans Enrolled	Percent Veterans
College of Agriculture	550	463	84.2	535	395	73.8
College of Architecture and Allied Arts	278	242	87.1	347	261	75.2
College of Arts and Sciences	818	457	55.9	759	347	45.7

Colleges and Schools	1948-49			1949-50		
	Enrolled Students	Enrolled Veterans	Veterans Percent	Enrolled Students	Enrolled Veterans	Veterans Percent
College of Business Administration	806	621	77.0	874	549	62.8
College of Education	659	257	39.0	644	185	28.7
College of Engineering	602	517	85.9	576	440	76.4
School of Forestry	145	128	88.3	119	99	83.2
Graduate School	1428	690	48.3	1738	1042	60.0
School of Journalism	-----	-----	-----	43	23	53.5
College of Law	565	498	88.1	509	399	78.4
College of Pharmacy	208	172	82.7	236	176	74.6
College of Physical Education, Health and Athletics	69	55	79.7	81	56	69.1
University College	6057	2751	45.4	5955	1829	30.7
*Less Duplicates	845	545	-----	707	405	-----
Net Total Enrollment	11340	6306	55.6	11709	5396	46.1

* Persons registered in one college or school the first semester and another the second semester.

TABLE II
B. ENROLLMENT OF VETERANS BY COLLEGE AND SCHOOL
SUMMER SESSIONS OF THE BIENNIUM

Colleges and Schools	1948			1949		
	Summer Session			Summer Session		
	Students Enrolled	Veterans Enrolled	Percent Veterans	Students Enrolled	Veterans Enrolled	Percent Veterans
College of Agriculture	277	256	92.4	341	289	84.8
College of Architecture and Allied Arts	89	83	93.3	140	128	91.4
College of Arts and Sciences	444	310	69.8	449	263	58.6
College of Business Administration	472	410	86.9	522	422	80.8
College of Education	432	165	38.2	544	157	28.9
College of Engineering	295	278	94.2	376	324	86.2
School of Forestry	84	75	89.3	94	87	92.6
Graduate School	1323	490	37.0	1693	788	46.5
College of Law	408	370	90.7	353	312	88.4
College of Pharmacy	109	93	85.3	137	115	83.9
College of Physical Education, Health and Athletics	33	32	97.0	51	42	82.4
University College	2167	1486	68.6	1856	1037	55.9
Unclassified	246	47	19.1	271	48	17.7
*Less Duplicates	201	159	-----	184	134	-----
Net Total Enrollment	6278	3936	62.7	6643	3878	58.4

* Persons registered in one college or school the first term and another the second term.

TABLE III
DIPLOMAS, CERTIFICATES, AND DEGREES CONFERRED SINCE 1905

	†Number of Diplomas and Certificates	Baccalaureate	Professional	Masters'	Doctors'	Honorary Degrees
1905-1938*	1,730	5,054	53	467	23	21
1938-39	446	408	---	22	2	2
SS 1939	122	166	---	47	---	---
1939-40	457	437	---	22	1	---
SS 1940	83	170	---	41	3	---
1940-41	452	488	2	33	4	2
SS 1941	71	187	---	41	1	---
1941-42	381	386	1	22	4	2
SS 1942	116	140	---	17	2	---
1942-43	170	337	---	15	4	---
SS 1943	33	110	---	27	1	---
1943-44	39	102	---	11	---	3

	†Number of Certificates					Degrees
	Diplomas and	Baccalaureate	Professional	Masters'	Doctors'	Honorary
SS 1944	16	69	---	24	---	---
1944-45	35	54	1	15	1	1
SS 1945	27	89	---	29	2	---
1945-46	205	136	---	13	3	2
SS 1946	294	112	---	39	---	---
1946-47	740	334	---	38	1	1
SS 1947	389	280	---	61	2	---
1947-48	883	799	1	71	---	5
SS 1948	265	455	1	87	1	---
1948-49	895	1,183	1	108	4	1
SS 1949	264	641	---	192	7	---
1949-50	920	1,744	---	95	11	8
Total	9,033	13,881	60	1,537	77	48

* For distribution by years see the Biennial Report for the biennium ending June 30, 1938.

† In the column headed "Diplomas and Certificates" is grouped the number of all awards made upon the completion of curricula of fewer than four years' duration.

REPORT OF THE DEAN OF STUDENT PERSONNEL

To the President of the University

SIR: The Office of Student Personnel was created on September 1, 1948, with the appointment of the Dean of Student Personnel and with the establishment of the various student services as functions of this office.

During the biennium the University has continued to serve a large number of veterans. Student self-government has remained strong and has benefited from the presence of these mature persons among the student body. Student morale has been effected by much over-crowding in the academic buildings and in the residence facilities provided by the University. On the whole the student body has been a most cooperative group and has adjusted itself to large numbers and to coeducation exceptionally well.

This biennium has seen the growth and development of some student services to more adequately meet the need of the student body. The development of other services must await more adequate finances and the employment of trained personnel. There are, however, many important developments to report for the biennium. These can be found in the descriptions of the various activities included below.

OFFICE OF THE DEAN OF MEN

During the past two-year period there have been enrolled at the University of Florida approximately 9,600 men students per year with whom the Dean of Men's office has dealt. Counseling these students covers practically every phase of student life. The Dean of Men has served as counselor and advisor to student government organizations and, during this biennium, worked to maintain the cooperative relationship between the administration and the student body. This office has constant and frequent contacts with the President of the Student Body, members of the Executive Council, members of the Honor Court, members of the Lyceum Council, publication officials and other student body officers.

Housing for men at the University of Florida continues to be a problem of primary importance. The Dean of Men has served as Chairman of the Housing Committee during this biennium. Many improvements have been made in the housing program. Several sections of the old dormitories have been rebuilt and made available for use. A student residence halls association has been set

up which has helped build better morale and better conduct in the halls. The Air Base has been discontinued as a part of the housing facilities which was a wise and important decision. Four new men's dormitories are being opened and we have every reason to believe this should raise the scholarship standing and improve the morale of first year students. The entire housing program needs to be considered from the standpoint of refinancing in order to reduce the per capita cost of students and to bring in line the housing facilities here with those of other state institutions.

There has been a greatly increased demand for every kind of student aid the University has to offer. This is divided into three categories: (1) Scholarships, (2) Loans, and (3) Employment. The Dean of Men has acted as Chairman of the Committee on Student Aid, Scholarships and Awards and the Committee has attempted to spread the student aid opportunities as widely as possible and not let any deserving student drop out of school where it was possible to prevent it through some type of loan, scholarship or employment.

The following is a summary of the various types of student aid during the biennium:

1. Scholarships & Fellowships—Number Awarded, 2,259; Amount Awarded, \$345,405.44.

2. Loans—Number granted, 5,854; Amount Granted, \$253,378.36.

3. Student Employment—Number of students employed part-time, 2,600 per year; Approximate amount earned, \$125,000 per month; Applications on file for jobs now, 1,957.

During the second semester 1949-50 there were 2,298 pledges and members of fraternities and sororities on campus. This is representative of the biennium. Two fraternities were added, making a total of twenty-four fraternities and we have two colonies.

The Assistant Dean of Men is chairman of the Committee on Student Orientation and Relations. This committee is responsible for working out an orientation program for new students at each registration period. It has had three main objectives during this period: (1) a broadening of the orientation program effecting new students, (2) a more comprehensive period of orientation for students of the University and (3) a revision of regulations effecting students. The program has been, for the most part, a student managed program, using advanced students as leaders and program chairmen.

Three needs related to the Dean of Men's office should be mentioned here:

1. Provisions for the services of a psychiatrist. Some near tragedies have taken place during the past couple of years that could have been prevented had the services of a psychiatrist been available.
2. More space and secretarial help. The Dean of Men has less facilities, including personnel and space in which to work with 9,500 men students than was available ten years ago in dealing with 3,000 students.
3. Graduate Placement. The University of Florida is in great need of expanded placement services. We have continued our service during the biennium and have placed a number of graduates but an adequate placement bureau should be provided for our graduates.

OFFICE OF THE DEAN OF WOMEN

Rapid growth in all phases of coeducation took place during the biennium 1948-50. The number of women attending the University more than doubled, and lack of adequate housing facilities was during these years our major

problem and it remains so. Since more women desire to come here each year the situation grows ever more crucial.

By September 1949 we were able to obtain the services of trained personnel for Counselors in our new residence halls. Through their ability and services attitudes were encouraged in the students that have led to high morale and good citizenship and many things were accomplished that had been impossible the previous year. Their work cannot be commended too highly, and they are leaders in the University's residence hall program and serve on University committees.

In the early fall of 1948, in line with the University of Florida philosophy of student self-government, Hall Councils were elected in Patrick and Pierce and Lonilair and Michael Halls. These students, with the assistance of the Dean of Women wrote the first regulations governing themselves. This pattern has been followed and the regulations altered to meet new conditions the following year. By November of 1948 a Women Students' Association was formed to function with relation to women's affairs only, and was accepted as an auxiliary organization by Student Government. It adopted the regulations and extended them to cover all women students whether on or off campus. Other women's organizations formed during these years were Women's Independent Society (for the non-sorority girl), Alpha Lambda Delta, honorary scholastic society for freshman women, Women's Glee Club, and Trianon, honor society for women. The Women's Recreation Association and Panhellenic, the governing body for women's fraternities, had been formed the previous year but were greatly strengthened. The Dean of Women assisted in the organization of these groups and acted as adviser to them. Eleven sororities have now received their charters from the University.

The Dean of Women has spent many hours in counseling with individual students and groups of students, both men and women. She has been a member of numerous university policy committees and chairman of several of them. She has established communication with academic and personnel services and has received the utmost cooperation from administration, faculty and students. In her opinion expansion of coeducation at the University is limited only by the lack of housing facilities.

THE FLORIDA UNION

One of the major developments of the Florida Union during the last two years has been the completion of two floors of the Union Annex. The second floor, opened in April, 1950, houses a lounge, a small dining room for luncheon and dinner meetings, and two new meeting rooms. The third floor contains a small auditorium, a craft shop, two music rooms, and additional meeting room space.

With the establishment of the Florida Union Social Board, the program offered by the Union to the students has expanded tremendously. This Board, charged by the Board of Managers with the responsibility for the social program of the Union, is a volunteer group, made up of twenty-five students, with about seventy-five committee members. Regular weekly activities include student-faculty coffee hours, bridge tournaments, bingo parties, and dancing classes. A recreation area, "Club Rendezvous," was developed in the spring of 1949. An attempt to provide a place where students could bring their dates at relatively low cost, has now been developed into an integral part of the University social life.

Programs planned by the Social Board have been offered to the individual Flavet Villages, the Air Base, and the children of students, as well as for the general student body.

With the necessity of serving more students and student organizations, the Florida Union has greatly expended its facilities and services. Approximately 800 social activities have been held in the Union sponsored by campus organizations. Seven hundred additional activities have been sponsored by the Union's Social Board. Over 2,000,000 students and faculty have made use of the Florida Union services, including the lounges, Information Desk, Western Union, and Game Room. About 3,000 organizational meetings, with approximately 86,000 students, were held in the Union during the past biennium. Additional equipment, services, and staff were necessary to meet the demand of the many students and faculty using the facilities.

Two assistant directors, one serving as a Business Manager, and one serving as a Social Director, were employed to expand the overall operation of the building.

The use of Camp Wauburg, located a few miles from the University Campus, has doubled in the past two years. With the heavy use of the Camp, additional equipment and facilities and staff have been added for its operation.

STUDENT HOUSING

Construction of new campus residence halls for men and for women and the expansion of our student personnel program in the residence halls are outstanding features of the 1948-50 biennium. Of particular significance was the occupancy in September, 1949 of the first two residence halls for women students on the University campus. These are the first residence halls constructed since 1939. Rehabilitation of Section B, Buckman Hall, and Section B, Thomas Hall completed rehabilitation of both of these buildings.

In addition to continued use of temporary facilities, including those at the Alachua Air Base, Patrick and Pierce Courts and Michael and Lonilair Halls were leased from private owners to provide supervised housing for 237 women students. In view of completion of construction on campus, together with high operating costs, these leases were terminated during the summer of 1950. The lease with Mr. Carl Stengel on thirty housing units for faculty was terminated as of January 1, 1950.

Continued demand for room space exceeded the supply available on the University campus. While new residence halls were assigned at normal capacity, all other facilities continued overcrowded with two, three, and four persons to rooms designed for one or two. The continued overcrowding of available facilities brought more and more complaints from student residents, especially non-veterans.

As of June 30, 1950, the following housing facilities were available:

Single Men students:

On-campus	3400
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Single Women Students:

On-campus	714
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Married Couples:

Flavet Villages	624
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At the close of the biennium, plans were under way to discontinue use of housing facilities at the Alachua Air Base and to convert a temporary faculty office building to housing for women students. As the result of new construction,

the use of additional facilities and continuation of overcrowding, space for approximately 4700 students was made available on the University campus. While this represented an increase of approximately 400 spaces on campus, in better type housing facilities, maximum over-all available space was slightly reduced.

Expansion of the counseling and guidance program in campus residence halls was made possible through the addition of two resident faculty counselors in the men's halls and a head resident and an associate resident in each of the new women's residence halls. Improved training of student counselors in the men's halls resulted from Counselors' Conferences and monthly lecture programs. Staff positions in the residence halls were filled with people trained and experienced in personnel work.

In September, 1949, the Men's Residence Halls Association was organized by students and began an ambitious program for internal improvements in housing facilities and an expanded student life program. The educational purpose of this association was to provide an opportunity for student self-expression and self-government within their living facilities. A tangible result of the activities of this group was the establishment of a laundry room for student use in the basement of Sledd Hall, together with the successful promotion of a series of informal discussion groups in various lounges.

The occupancy of adequate residence halls on the campus resulted in a rapid increase in interest in the University of Florida on the part of parents and students throughout the state and gave concrete evidence of the importance of satisfactory student housing in the growth and development of the University. Increased problems in connection with student morale in temporary and overcrowded housing facilities was an indication that continued use of such facilities is a deterrent to growth and development and a handicap to satisfactory student performance in academic work.

At the end of this biennium, it was apparent that one of the most serious problems facing housing facilities was high cost of operation, resulting from costs of amortization of revenue certificates issued for construction purposes. Sizable increases in student living costs were an inevitable result. Excessive delays in completion of construction seriously impaired housing operations and resulted in reduction of funds available for clerical, maintenance, and janitorial personnel to the point that many fundamental operations were seriously threatened. Problems of cost also prevented any general renovation of existing residence halls with the exception of a few sections in Buckman and Thomas Halls. A minimum and insufficient amount of furniture replacement was accomplished.

By the end of the biennium, the demand by veteran married students for housing had been considerably reduced, from a peak of 1500 applications in September, 1948, to a low of 350 applications in June, 1950. However, the demand for apartments still exceeded the supply available.

It is increasingly apparent that continued efforts must be exerted to obtain additional permanent residence halls in order to: (1) provide room space for the large number of women students desiring to enter the University, but unable to do so because space is not available; (2) to provide additional room space for men students in order that the use of temporary buildings on-campus, and overloads in the permanent buildings, may be reduced if not eliminated; and (3) improve student residence environment which contributes in a vital manner to the educational development of the student.

A second recommendation of great importance is the obtaining of additional financial assistance from the State of Florida in order to reduce rental costs to students. Increases in room costs at the end of the biennium resulted in definite hardship on a number of students desiring to enroll at the University.

Other recommendations, also significant, include:

1. Continued expansion and improvement of the counseling and guidance program, through employment of additional full time advisers and an increase in the remuneration for student counselors commensurate with responsibilities placed upon them. As of June, 1950, one resident adviser was responsible for a counseling and guidance program for 1900 men in the upperclassmen halls. Additional personnel are required if such a program is to be effectively developed.

2. Improvement of janitorial and other service functions through increased remuneration and additional personnel. Excessive workloads have, of necessity, been placed on present staff personnel, as the result of increased work arising out of the opening of additional campus facilities and the development of new services to students.

3. Provision of additional lounge and recreation space in older permanent buildings as a significant aid to development of student life.

4. Activation of an over-all refurnishing program in older residence halls to improve student living conditions and to establish a more favorable comparison between area office and individual rooms in halls for upperclassmen.

5. Development of a program of inspection, and improvement, of off-campus student housing facilities, through employment of a well qualified individual with adequate clerical assistance. Since World War II, the student living off-campus has been, of necessity, the "forgotten" man. The development of relationships with campus life and improvement of off-campus living standards is important to the thousands of students who live in private quarters.

THE FLORIDA CENTER OF CLINICAL SERVICES

The Florida Center of Clinical Services consists of a group of clinics which have been coordinated to serve University students and residents of the State of Florida. The clinics which are functioning as a coordinated unit at the present time are Speech and Hearing, Vocational Guidance and Mental Hygiene, Remedial Reading, Adapted and Corrective Exercises, and Medical Diagnosis and Treatment.

The Florida Center of Clinical Services has a four-point program:

- (1) To extend the services of these clinics to adequately meet the needs of University students.
- (2) To offer needed services in human conservation to the residents of the state.
- (3) To effectively use the clinics, staffs, and equipment in training teachers and specialists to work with the handicapped in whatever areas the need is indicated.
- (4) To develop needed research programs on a high level in various areas dealing with the handicapped.

Training at the graduate and the undergraduate level is now available in several areas. There is a close intergration of the clinical services with course offerings in the various colleges and departments. Definite plans are being made for opening other areas in training teachers and specialists.

The Bureau of Vocational Guidance and Mental Hygiene has not been able to meet the demands of students and residents of the state. University College is turning to this division for analysis of scholastic difficulties. Five faculty members have been giving a portion of their time to this division. This staff

time should be doubled. The services of this division are essential in a co-ordinated clinical program.

The Speech and Hearing Clinic has attempted to give assistance to all students with speech irregularities as demonstrated by freshmen and speech hearing tests and as referred by staff members. There were many demands for these services by outside agencies. Not over one-third of these demands have been met in the past and student needs have not received adequate attention. This service should be extended.

A Reading Laboratory and Clinic was established in the summer of 1950. This Clinic will serve University of Florida students, P. K. Yonge School students, and residents of the state in diagnosis and therapy. It will also serve as a practicum facility for providing supervised experience for graduate and undergraduate students in education and psychology.

It is estimated that 12 per cent of the student body is in need of the adaptive and corrective program of the Department of Physical Education, Health and Athletics. Many residents of the state need these services. Added personnel is needed to adequately develop this aspect of the clinical program.

The Student Health Department has as its primary objective the health of the student at the University. It is very important that there be cooperation and coordination of all allied services in meeting this goal. Many off campus residents also seek the services of this division. It will serve in a consultative capacity with the other clinics.

A Coordinator has been appointed to facilitate the work of the clinics and to devote his time to the improvement of the services available to students and others. He works closely with a Board of Directors. This Board is appointed by the President and is composed of twelve members who represent interested departments and colleges of the University. This organization assures careful planning and close relationship between divisions and departments and a sound policy of operation. The central office of the Center is located in Room 339 in the Administration Building.

There is no tragedy in the lives of children and adults comparable to the tragedy of being different. Through team work of the clinics already established and perhaps of others to be established at the University of Florida, preventive, corrective, and therapeutic programs will lessen this difference. Through this team work trained teachers and specialists will become available to the residents of the state to better meet the needs of those who are handicapped. Through this team work, research will be accomplished which will solve some of the mysteries which now make children and adults different. Coordinated clinics is a solution for those with problems, irregularities and handicaps.

OFFICE OF STUDENT PERSONNEL RECORDS

The Office of Student Personnel Records was constituted as a separate unit in November of 1948. Prior to that time, the student records were kept in a general file under the particular supervision of no single individual; all Student Personnel secretaries made additions and withdrawals as their need or convenience dictated. Coordination and centralized control of the records were at a minimum. Folders for all students—those who were currently in school and those who had severed official relations with the University as long as twenty years previously—were kept under a single filing arrangement. In November, 1948, Student Personnel Records became the responsibility of a single person. The records were brought up to date and the general organization of the files

was improved as much as possible. In the spring of 1949 a check was made of all student records and the folder of each student currently enrolled was marked "Current" for the first time. Each current folder was then checked in order to ascertain whether a student personnel record card had been completed by each student. A follow-up of the check with postal cards resulted in the completion of the personnel record card by a large number of responding students.

In the summer of 1949, the records were separated; a Current File and an Inactive File were then set up. The Current File, subject to periodic check, includes the records of all students who are currently enrolled in school; the Inactive File contains the records of all students who have graduated or who have withdrawn from the University for whatever cause. Other improvements of the records section followed: the degrees, honors received, and date of graduation are now a part of the student's record; the reason for withdrawal as well as the date is now recorded; the high school transcript or, in case of a transfer student, the transfer transcript of each new student is placed in his folder; grade sheets are inserted in the student's record at the end of each semester; extra-curricular activities are recorded.

The additions to the records were made in the hope that each will be of assistance to the counseling personnel and other administrative officers working directly with the students. The material now contained in the folder to this end includes a record card containing personal information, a transcript of credits, an autobiography, grade sheets, correspondence from Student Personnel offices, work applications, scholarship records, loan applications, and counseling reports. The Office is currently organizing a plan whereby counselors' contacts and interviews with students may be made a matter of record in the central office. This record will then be available to other counselors who later counsel the particular student. Projects for the near future include the securing of pictures of students, the microfilming of very old files in order to conserve space, and the assimilation of entrance and placement test scores into the students' records.

COUNSELING WITH STUDENTS FROM ABROAD

From March 1949 through June 1950 the Dean of Student Personnel served as chairman of the Committee to Study the Problems of Foreign Students. The Committee completed its studies on April 24, 1950 and presented its report and specific recommendations to President Miller in an amended version of the February 10, 1950 twenty-five page report entitled "Whither International Education at the University of Florida?".

A member of the staff of the Office of Student Personnel has been serving as special advisor to non-Latin-American foreign students since September 1949. The Dean of Student Personnel has been designated as the University official to handle all matters relating to the program of exchange students as administered by the United States Department of State. The counseling services for non-Latin-American students will be continued in his office pending action on the recommendations made by the Committee to Study the Problems of Foreign Students in its April 24, 1950 report.

Respectfully submitted,

W. M. WISE

Dean

REPORT OF THE UNIVERSITY EXAMINERS

To the President of the University

SIR: The work of the Board of University Examiners has at present three major divisions: year-round course testing within the University; testing for admissions, placement, and guidance (of which the Florida Statewide Twelfth Grade Testing Program each spring is a major part); and year-round testing of applicants for non-academic positions at the University. The Board's report for the biennium beginning July 1, 1948, and ending June 30, 1950, will be written under these three headings.

COURSE TESTING WITHIN THE UNIVERSITY

One of the purposes for which the Board of Examiners was established was to handle the comprehensive testing for the courses in the University College, organized in 1935 to administer the basic program of general education for all freshmen and sophomores in the University. The Board does two kinds of testing, progress and comprehensive. At the end of about the fifth and tenth weeks of the semester a one-hour progress test is given in each course to show the student, the instructor, the parents, and University counselors how each student is "progressing." At the end of the semester a three-hour comprehensive examination thoroughly covering the entire course is administered.

The Board's work in this connection consists of the editorial review, printing, administration, and scoring of progress tests and comprehensive examinations, research for improvement of these tests and examinations, and assignment of grades (in consultation with the instructional staff) in the courses of the University College.

An outstanding feature of the examining program is that it is conducted as a cooperative endeavor of the instructional staffs and the Board. Yet there is a sufficient separation of the teaching and grading functions to prevent the student from feeling that grades are personal evaluations by the instructors. Thus, preparation of examinations, as far as the Board of University Examiners is concerned, consists only in editorial review with the approval of the instructional staffs, and typing and mimeographing and assembling the test booklets. The tests and examinations are actually written by the instructional staffs and submitted to the Board. More than 200 progress tests and about 136 comprehensive examinations have been published by the Board during the biennium.

In addition, the Board has frequently performed special services in preparing and/or scoring examinations for Upper Division departments of the University who wish to do objective testing.

After tests are scored, the scores are distributed and listed by machine, and copies of the distribution and printed lists of the results are furnished the instructional staff of the course and the dean of the University College.

After the final examination is scored, all scores which are to be included in the final grade are added, and a distribution made of all total scores in the course. The instructional staff then meets, with a representative of the Board of Examiners present, to decide on the basis of that distribution of final scores where letter-grade lines should be drawn.

The assignment of final grades in the University College courses is based in general solely on the tests and examinations prepared, administered, and scored through the Board, as outlined above. That is, grades are based on achievement as measured by uniform examinations impartially graded, with

the personal equation reduced to a minimum, so that all grades are assigned on a common basis and have a uniform meaning.

We believe that this system of grading is more satisfactory as an indicator of achievement in the courses than any other yet devised, though we recognize as one of its shortcomings the fact that the examining methods may not (except in the English courses) encourage proficiency in writing or expressing one's self in the fields studied. Furthermore, this system is a radical departure from the traditional concept of considering the assignment of grades as the individual prerogative of the instructor concerned. Actually, the role of the instructional staff has not been materially changed, because the staff still determines content of the examinations and standards of grading, but staff judgement has been substituted for individual judgement. It must be recognized that many instructors sincerely feel that the substitution of staff for individual judgement impairs their teaching effectiveness. The Board feels that staff judgement is fairer and gives a more consistent meaning to grades than does individual judgement. It reduces the difficulties inherent in the traditional system of having the instructor perform the dual role of coach and referee.

Almost every test and examination given in the University College is subjected to a detailed study after it has been administered. Each item of the test is analyzed on the basis of how the students answered it. By means of such analyses, indices are worked out for each item showing its validity and its degree of difficulty. These data, given to the instructional staffs, enable them to see the strong and weak points of questions they ask the students and to improve their teaching and examining techniques accordingly. Also, it enables them to build up for future use a library of test items of demonstrated effectiveness.

In addition to item analyses of examinations, many other studies are made by the Board of Examiners which are valuable in evaluating the general program of the University College and which answer specific questions and arguments concerning the system. An example of such studies is given in the next table.

This table is the result of a study recently made to determine the correlation between progress test grades and final grades, or to discover to what extent a student's final success in the course may be predicted from his progress test results during the course. Such a study is valuable to counselors interviewing students about their college work. Part A of the table shows the distribution of final grades in relation to grades made on the first progress test; part B shows the same thing for the second progress test; and part C shows how students fared on final grades in relation to their success on both progress tests combined.

The table was secured by combining C-11, C-21, C-31, and Cy 101 for the first semester of 1949-50. The total of 4748 is the number of grades in these courses for students who took both progress tests and the comprehensive. Since many students take more than one of these courses, the total number of grades is considerably larger than the number of individual students involved. Also, the fact that the grade is the unit must be remembered in interpreting the table. For example, part A shows that, on the average, 68.5 per cent of the students who made an A on the first progress test in one of these courses made a final grade of A in the same course. In another course the same student might have made different grades.

TABLE I. AVERAGE RELATIONSHIP BETWEEN PROGRESS TESTS AND FINAL GRADES FOR FIRST-SEMESTER FRESHMAN COURSES FOR UNIVERSITY COLLEGE STUDENTS

A. For First Progress Test							N
Final Grades							
First Progress Test		E	D	C	B	A	
	A	00.0%	00.2%	06.7%	24.6%	68.5%	460
	B	00.0%	00.2%	32.3%	52.6%	14.9%	825
	C	01.3%	16.9%	67.1%	14.2%	00.5%	1952
	D	17.3%	50.0%	32.1%	00.6%	00.0%	991
	E	63.2%	30.2%	06.4%	00.2%	00.0%	520
Total						-----	4748
B. For Second Progress Test							N
Final Grades							
Second Progress Test		E	D	C	B	A	
	A	00.0%	00.0%	02.8%	22.8%	74.4%	460
	B	00.1%	00.4%	29.5%	58.0%	12.0%	825
	C	01.0%	15.8%	70.4%	12.4%	00.4%	1952
	D	17.2%	52.0%	30.4%	00.4%	00.0%	991
	E	64.8%	30.4%	04.8%	00.0%	00.0%	520
Total						-----	4748
C. For Sum of Two Progress Tests							N
Final Grades							
Sum of Both Progress Tests		E	D	C	B	A	
	A	00.0%	00.0%	01.1%	19.3%	79.6%	460
	B	00.0%	00.0%	24.0%	66.2%	09.8%	825
	C	00.3%	12.5%	77.0%	10.1%	00.1%	1952
	D	13.8%	62.7%	23.5%	00.0%	00.0%	991
	E	73.5%	23.4%	03.1%	00.0%	00.0%	520
Total						-----	4748

Several general conclusions can be drawn from these tables:

Persons who make A's and B's on their progress tests are certain to pass the course, but if they relax in their application they can easily fall to a C or even a D for a final grade.

2. Persons who average C on their progress tests can expect to pass in most cases. But if they try to "coast" after the last progress test and do not prepare for the comprehensive examination, they are quite likely to make a D and may even fail.

3. Students who average D on their progress tests show a little more variation in final grades than others. Almost a fourth of them actually pass with a C, but more than 10 per cent fail the course. This seems to indicate that a student who has been making D's must not relax for a minute, but to be on the safe side should increase his efforts. It means also that the case of the student with D's is not hopeless if he is willing to improve his study habits and increase his effort.

4. The E student on progress tests has a very small chance of making a final grade as high as C. In fact, nearly three fourths of such students will fail, and nearly all others will make D's.

Other such studies are made from time to time at the Board of Examiners. A study similar to the one mentioned above was made during the past year to determine to what extent success or failure in college is correlated with standing

on the placement tests given to all entering freshmen. These placement tests include the battery of standardized tests used in the Florida Statewide Twelfth Grade Testing Program and are given on the campus to all entering freshmen who did not take them under that program during their senior year in high school i.e., during the two years immediately preceding their enrntance into the University). The battery includes a psychological (or "intelligence") test and subject matter tests in natural sciences, social sciences, English, and mathematics. Results are in terms of percentile ranks within the Florida high school senior group tested in the statewide program. Table II shows the results of the recent study. Along the left side of the table are shown the placement test averages, and from left to right is the percentage distribution of 4885 final letter grades made by the students in the seven courses included in the study.

TABLE II
Final Letter Grades

Placement Test Average Percentiles	Final Letter Grades					E
	E	D	C	B	A	
90-99	1.4%	2.4%	28.2%	33.4%	34.4%	720
80-89	1.7%	10.0%	47.5%	27.6%	13.2%	978
70-79	4.0%	21.0%	54.4%	16.2%	4.2%	945
60-69	9.6%	24.3%	51.2%	12.6%	2.2%	691
50-59	13.4%	34.2%	45.6%	6.1%	0.5%	589
40-49	28.9%	33.2%	32.6%	4.6%	0.6%	439
30-39	37.8%	32.2%	28.6%	1.0%	0.3%	307
20-29	52.4%	31.9%	13.9%	1.6%	0.0%	122
10-19	68.2%	18.2%	12.1%	1.5%	0.0%	66
00-09	82.1%	10.7%	3.6%	3.6%	0.0%	28
Total						4885

This table includes grades in C-11, C-21, C-31, C-41, C-42, Cy 101, and Ms 105 and involves generally the same students as does Table I. In Table II the average percentile rank on the placement test is used instead of the progress test grades. It must be remembered that the table is based on the distribution of grades and not on grade averages. For example, the table shows that 34 per cent of the final grades for the students who averaged 90 to 99 were A, 33 per cent B, etc. It does not mean that 34 per cent averaged A, because many students who make an A in one course make less than A in other courses.

The table indicates a definite relation between placement test results and final grades. Note that 82.1 per cent of the final grades for those who averaged in the lowest 10 per cent on the placement tests were failing grades, and 10.7 per cent of the grades were D, or unsatisfactory though passing. Note the somewhat definite jump in percentage of failures between the 50-59 placement test decile and the 40-49 decile. This would lead to the general conclusion that persons who are below the 50th percentile on the placement tests are not particularly good college risks, though it is not at all impossible for them to pass, and a few of them even make A's and B's. Note, however, that those who fell in the highest decile (or top ten per cent) on the placement tests are far more certain to have success in college than any group below them—but, on the other hand, some in this group fail in college too. The general results, however, seem to demonstrate the validity of the placement testing program, and its value in helping counselors and parents in advising students whether or not to attend college, how hard they must work in college, and things of that nature.

FLORIDA STATEWIDE TWELFTH GRADE TESTING PROGRAM AND OTHER TESTING FOR ADMISSIONS, PLACEMENT, AND GUIDANCE

The Florida Statewide Twelfth Grade Testing Program was conducted each spring of the biennium. In 1949 about 16,291 seniors from 262 high schools in Florida were tested, and in 1950 about 16,665 seniors from 279 high schools were tested. Each participating school is sent a report listing the percentile ranks made by its students. At the conclusion of the program each college in the state is sent a composite report listing the percentile ranks for all persons tested. The percentile ranks are based on scores made by Florida high school seniors. As mentioned in the first section of this report, freshmen entering the University who did not take these tests in their high schools during the two years immediately preceding their entrance are required to take them on the campus; and their ranks, too, are based on the scores for the statewide program. Studies of the results of the high school testing program are constantly being made (as for example, the one mentioned in the preceding section of this report, showing the correlation of college grades to results on the placement tests). It is interesting to note that one such study has revealed, for example, that about 42 per cent of the freshmen who come to the University come from the highest quarter of the statewide high school senior class and 12 per cent from the lowest quarter.

The Florida Statewide Twelfth Grade Testing Program is the biggest single statewide service the Board performs. It is done without cost to the high schools, who find the results helpful in evaluating their own progress of instruction. It involves the shipping and receiving of tests and answer sheets to and from schools all over the state during the spring months, the scoring and reporting of results, and the final compilation and publication of results at the end of the program. The financial outlay involved seems justified by the value of the program.

Other admissions, placement, and guidance testing by the Board of Examiners involves acting as an examining center for the Educational Testing Service in its nationwide program of tests such as the National Teacher Examinations, the Graduate Record Examination, the Medical College Admissions Test, and various others required for admission to professional schools throughout the nation. The only one of these examinations required of University of Florida students is the National Teacher Examination, required of every student who enters graduate work in education at the University, but many students who are seeking admission into professional schools elsewhere are given the ETS examinations at each scheduled administration. Most of these examinations are scheduled on a nationwide basis about four times a year and have total time limits of 8 hours or more. The National Teacher Examination involves a larger number of examinees and a greater volume of work than any of the others; frequently more than 100 students are examined at one administration. The Graduate Record Examination, which is recommended to but not required of all students entering graduate school at the University of Florida, is the next most popular of the ETS examinations, though seldom do we examine more than 20 people at one administration. The Medical College Admissions Test is always in demand by students seeking admission to medical schools in other states. Various other professional examinations (pre-engineering, pre-law, pre-dental, etc.) are given from time to time.

For the coming year the Advisory Committee on Student Personnel has approved a plan whereby the Board of Examiners will administer all large group tests used in connection with a program of guidance and counselling. Also included in the future plans of the Board is the project of administering to all entering freshmen the American Council on Education college-level psychological examination, for placement and guidance purposes beyond the freshman level, beginning in the fall of 1950.

TESTING OF APPLICANTS FOR NON-ACADEMIC POSITIONS

In June 1948 the Board began the testing of all applicants for non-academic positions at the University. Tests of clerical aptitudes, language skills, general ability, and competence in stenography and typing are given. This testing is continuous throughout the year, for there is a constant flow of applicants for jobs. It requires about half the time of a senior clerk to administer, score, and report the results of these tests to the Personnel Office. About 1415 persons have been tested during the biennium. Studies have also been made of the results in this program, and will continue to be made, to aid the Personnel Office in evaluating and improving its methods of selection for non-academic jobs. For example, one such study involved correlations between various clerical skills and aptitudes and revealed such facts as the following: that speed and accuracy in typing are highly correlated (i.e., the faster the typist, the more accurate is his or her work, in general); and that typing ability is not very closely related to other clerical abilities tested. A study of the results by age revealed that, except in typing, performance tends to decrease with age and variability to increase with age. This means that in general the extremes of the very best and the very lowest people are found in the older group. Increase in performance and decrease in variability was shown with increase in the amount of schooling. Among the general conclusions reached in the study were that the younger persons with no more than a high school education should be placed in the strictly clerical jobs and that the positions involving typing and language skills might be better filled by the older persons with greater amounts of schooling. Results made on the tests administered by the Board of Examiners are the major basis on which selections are made for non-academic positions at the University, and the program has apparently been a highly successful one so far. This is the first biennium in which a merit system has been used for the selection of employees.

It is recommended that the present functions of the Board be continued and that in the future, as recommended by the Advisory Committee on Student Personnel, all large group objective testing in connection with the personnel program be conducted by the Board.

Respectfully submitted,
JOHN V. McQUITY
University Examiner

FLORIDA STATE UNIVERSITY

PRESIDENT'S REPORT



FOR BIENNIUM
Ending June 30, 1950

BOARD OF CONTROL

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THE EXECUTIVE COUNCIL

DOAK SHERIDAN CAMPBELL, M.A., Ph.D.....	President, 1941
EDWIN R. WALKER, Ph.D.....	Dean of the College of Arts and Sciences, 1948
RALPH LEE EYMAN, Ed.D.....	Dean of the School of Education, 1928
MARGARET RECTOR SANDELS, M.A., Ph.D.....	Dean of the School of Home Economics, 1922
KARL OTTO KUERSTEINER, M.M., Ph.D.....	Dean of the School of Music, 1944
MILTON W. CAROTHERS, M.A., Ed.D.....	Dean of the Graduate School, 1943
LOUIS SHORES, M.S., Ph.D.....	Dean of the School of Library Training and Service, 1946
COYLE E. MOORE, M.S., Ph.D.....	Dean of the School of Social Welfare, 1928
WILSON KEYSER DOYLE, Ph.D.....	Dean of the School of Public Administration, 1947
LAURENCE RANDOLPH CAMPBELL, M.S., Ph.D.....	Dean of the School of Journalism, 1950
J. FRANK DAME, M.Ed., Ed.D.....	Dean of the School of Business, 1948
VIVIAN DUXBURY, M.A., R.N.....	Dean of the School of Nursing, 1950
J. BROWARD CULPEPPER, M.A., Ed.D.....	Dean of Student Welfare, 1946
OTIS MCBRIDE, M.A., Ph.D.....	Dean of Men, 1946
MARY KATHERINE WARREN, M.A.....	Dean of Women, 1935
WILLIAM HUGH STICKLER, M.S., Ed.D.....	Associate Dean, College of Arts and Sciences, In Charge of General Education, 1947
CHARLES SHEPARD DAVIS, M.S., Ph.D.....	Associate Dean, College of Arts and Sciences, 1947
RODERICK KIRKPATRICK SHAW, B.S.....	Business Manager, 1942
CHARLES H. WALKER, M.A.....	Registrar, 1949
GLOVER EMERSON TULLY, M.A.E.....	Director of Vocational Guidance, 1947
THOMAS J. BROOKS, JR., M.S., Ph.D., M.D.....	Head Physician, University Health Service, 1948
ANNA MAY TRACY, B.Ph.....	Head Dietitian, 1922
MARK H. DEGRAFF, M.A., Ph.D.....	Director, Test Service Bureau, 1925
LOUISE RICHARDSON, M.A.....	Librarian, 1919
JOHN NEWTON BAKER, M.A.....	Director of Public Relations, 1948
BERNICE S. BARR, A.B., Lt. Col.....	Professor of Air Science and Tactics, 1949

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PRESIDENT'S REPORT

FOR BIENNIUM ENDING JUNE 30, 1950

The period covered by this report is in many respects the most significant biennium in the 100-year history of state-supported higher education in Florida. While the previous biennium saw the legal establishment of the coeducational Florida State University, that biennium was characterized largely by necessary immediate adjustments to the new status. On the other hand, the biennium covered in this report has seen the expansion and maturing of the program of the University within the general scope of activities that defines its sphere of action and service.

It is the purpose of this report to present to the Board of Control, the Board of Education, the Legislature and the public a concise picture of the program of the University, its achievements, and its needs. This report is made up largely from extensive and detailed reports by the various administrative officers and departmental heads who are responsible for their several divisions. Instead of presenting these detailed and statistical statements, I have chosen to present brief summaries that cover all essential points, and thus enable the reader to secure in a brief publication an adequate over-all picture of the University.

In studying this report it should be kept in mind that the development of a university is a delicate, complicated, and expensive process. Its chief concern is with human beings whose relationships are intense and whose interests and capabilities are widely diverse. Its student body is made up of young men and women who have come from many different kinds of home and community life and who are the products of secondary schools with a very wide range of competency. Its faculty is composed of scholars drawn from the finest universities of the world, each with special interest and competence in the subject he teaches. The contact of the lives of the students and faculty is conditioned by the life in the university community and by the families and friends from which the students come.

SCOPE OF THE EDUCATIONAL PROGRAM

The Florida State University is one unit of a coordinated university system supported by the State of Florida. In accordance with this concept and by agreements expressed through the work of an inter-university committee, the work of each institution has been allocated so as to provide a well-rounded program for our citizens and, at the same time, avoid as much as possible any useless duplication of effort.

The basic agreements as to spheres of action and principles upon which cooperative action may take place were agreed upon by Florida State University and the University of Florida and were unanimously approved by the Board of Control. In order that the public may understand fully this important phase of our development, this basic document is here reproduced.

JOINT STATEMENT ON COORDINATION OF PROGRAM OF UNIVERSITY OF FLORIDA AND FLORIDA STATE UNIVERSITY

In accordance with directions to the Presidents by the Board of Control, the following joint statement was prepared. This is the result of several conferences between committees appointed by the Presidents of the universities.

The Joint Committee developed, unanimously adopted, and recommended to the Presidents, the following statement regarding its functions, procedures and policies. The Presidents submit this statement with their approval and recommendation to the Board of Control for its adoption.

Inter-Institution Coordination

With the passage of the Buckman Act in 1905 the citizens of Florida endeavored to establish a system of higher education for the state which would provide the maximum service at a reasonable expense to the taxpayers. The system in 1905 consisted of two institutions for white students, one for men and one for women, and one coeducational A. & M. College for Negroes. Each institution was authorized to offer a comprehensive program designed to meet the needs of its students. It assumed that there would be a minimum of overlapping of functions or duplication of effort and that there would be a wholesome cooperation among all the institutions.

The plan adopted in 1905 was followed for forty-two years with considerable success. Some years ago, however, it became evident that the pattern would be changed and that coeducation would be introduced in both of the white higher institutions. In anticipation of such a movement an Act defining a university system with full provision for the coordination of its activities was passed by the 1947 Legislature.

In the future development of the two white higher institutions, the University of Florida and the Florida State University, it is assumed that the citizens of the state want to maintain the highest possible degree of coordination compatible with effective operation of its higher educational system. This means that all aspects of competition should be kept at a minimum, that duplication of effort should be avoided wherever practicable, and that cooperative activities between the institutions should be exercised at every possible point.

The purposes of coordination are to meet most effectively the needs of the state at the higher education level, to provide the best possible educational opportunities for Florida's youth, to avoid unnecessary duplication of effort and consequent unnecessary expense, and to promote the healthy development of each institution without hampering the growth of either.

There shall be a permanent Inter-University Committee on Coordination. It shall be composed of eight members, four of whom shall be appointed by the President of the University of Florida, and four of whom shall be appointed by the President of the Florida State University. In dealing with special problems, additional consultants from each institution may be invited to participate in the Committee.

The Committee shall report its recommendations to the Presidents for their further consideration and for implementation through proper channels.

The Committee shall hold regularly scheduled meetings at least quarterly. Other meetings may be held on call of the Presidents. The place of meetings shall alternate between the two universities.

The Committee shall deal with problems of mutual concern to the two institutions.

In order to accomplish a coordinate program of higher education it is desirable that a general statement of policies be promulgated by the Board of Control and the State Board of Education. The following statements are suggested as essential parts of basic policy governing the development of the two institutions:

Policies of Coordination

1. It was the intent and purpose of the 1947 Act to provide coordinate universities of equal rank in their respective fields of service. Coordination shall be in the light of this basic principle.

2. The 1947 Act creating the two universities provided that no department, school, or college shall be moved from one institution to the other without specific legislative enactment. Neither university will propose such a move without full discussion by this Committee.

3. In an area of professional or technological education, no new program or major expansion of an existing program will be recommended until a careful study of such proposal has been made by the Inter-University Committee as to which institution or institutions should offer such professional work.

4. Whenever possible, in consistency with the basic principle of providing the best educational opportunities for the youth of the state, and in consistency with the policy of providing a logical grouping of curricula, the allocation of new functions or major expansion of present functions will be recommended in such a way as will tend to create comparable opportunities for service by the two universities in their respective areas of service.

Recommendations Regarding Allocation of Functions

In the early deliberations of the Committee, ready agreement was reached on the wording of the recommendations concerning allocation of the curricular programs listed below.

Due to the limitation of time this list is incomplete and supplementary recommendations will be made following subsequent meetings.

AGRICULTURE

Agriculture is an important part of the economy of Florida; however, the number of students involved is not large and the expense of providing facilities should not be duplicated in the two universities. The University of Florida is the

land-grant college for white students of the state, and it should continue to be the only university offering instruction in agriculture for white students.

ARCHITECTURE AND ALLIED ARTS

The demand for architects is not great enough to justify more than the one school of architecture which now exists at the University of Florida; however, the demand for work in art and crafts is unlimited because many students may want to elect something in the field as a minor if not a major. Both universities are justified in offering work in art—including painting, sculpture and crafts.

ARTS AND SCIENCES

Both universities have colleges of arts and sciences containing the usual academic departments found in first-class institutions of higher education. Their offerings are non-technical and non-vocational and provide for the liberal education of students and for such specialization in subject fields as is typical of colleges of arts and sciences. In addition, these colleges offer service courses which are used by all of the professional schools on the campuses and provide such sequences of service courses as the professional schools may require. There is plenty of demand for undergraduate work in liberal arts, and both universities should offer full programs. There is also a strong demand for graduate work leading to the M.A. and Ph.D. degrees. Both universities should offer graduate programs in areas in which they have strong faculty and facilities which will guarantee a high quality of work.

On the principle that technological and professional curricula should for the most part be allocated to the one institution or to the other without unnecessary duplication, the question of pre-professional curricula arises. It would seem to be a sound principle, that in the university that does not have a professional school in a given area, that university, when need requires, should offer pre-professional training. This is needful in order to broaden the base of opportunity for adequate professional training of Florida youth and due to the fact that a great many students enter the university expecting to pursue a particular professional curriculum only to find that during the first or the second year their decisions are changed and their program of work develops along other lines. A pre-professional curriculum serves the double function of providing the foundational studies for professional work for one group of students and helping a still larger group of students to find themselves and turn toward other curricula for which they are better fitted and in which they actually have a more mature interest.

BUSINESS ADMINISTRATION

There is a large demand for undergraduate work in business administration and commerce, and such training should be offered at both universities. There is no need to duplicate all departments. For example, the Department of Real Estate at the University of Florida is doing important work but the registration is small. The Department of Restaurant and Hotel Administration at Florida State University need not be duplicated. Each college of business administration may develop certain specialties that may not need to be duplicated. On the

graduate level, each university should offer programs only in the areas in which they are particularly strong.

ENGINEERING

At present there is a reasonable balance between the number of engineers that Florida exports compared to those which it imports. While the undergraduate supply seems adequate, there is a real need for expansion at the graduate level in all fields. The University of Florida has an engineering college with nationally accredited curricula in aeronautical, civil, chemical, electrical, mechanical, industrial, and public health engineering. Experience in other states of size and wealth similar to Florida indicates that it is undesirable to have two state-supported engineering schools. The trend seems to be towards the consolidation of weaker schools to form one strong school, as evidenced by the recent change in North Carolina.

FORESTRY

Forestry is an important field for the State of Florida; however, the opportunities for employment and the number of students who wish to study forestry is limited so that only one school is justified. The University of Florida now has such a school which should not be duplicated.

GENERAL EXTENSION

This division is designed to serve the needs of the entire state by using the facilities of the state institutions of higher learning. Its policies should be made by joint action of the institutions of higher learning and its progress reviewed regularly so as to determine its effectiveness in meeting the needs of the people of the state. This is an illustration of the kind of cooperation which should be carried on between the two state universities.

GRADUATE SCHOOL

The Graduate School program of each university should be developed only in the departments which have particularly strong undergraduate major offerings. It is our understanding that the Board of Control must approve each area in which the doctoral program is offered.

We believe that the Ph.D. degree should be given under the same conditions and with the same standards at both institutions. At the same time, we call attention to the fact that many graduate students in professional programs will desire a program that varies somewhat from the traditional Ph.D. program. For example, graduate students in education want a practical and professional program that will be of specific help to them in their jobs as teachers, supervisors, or administrators. Such a program should lead to the professional degree of Ed.D. Graduate students in engineering may be less interested in an academic program with a theoretical research problem than they are in a more practical, applied program which might lead to the Eng. D. degree. We believe it is important to keep the distinction which now exists between these professional programs and the traditional academic program that leads to the Ph.D. degree. All of these doctorates should be on the same level of attainment. The professional doctorates

should represent a practical approach to real problems in the field represented. It should mean that the holder has the tools for research in that field, he has certain specialized knowledge, and he has produced an original solution to a practical problem. The holder of the Ph.D. degree should also have specialized knowledge, should be able to use all tools of research—including foreign languages—and should have produced an original thesis on a fundamental type of investigation.

LAW

The three existing law schools in Florida are training many more lawyers now than can be assimilated into the legal profession. Many who are now studying law will have to go into business or some related activity if they are to make any direct use of their legal training. The University of Florida is planning soon to raise its entrance requirements to the B.A. degree. Both universities can and should provide pre-legal training, and the post-graduate law school at the University of Florida should not be duplicated at the present time.

PHARMACY

The University of Florida has a strong college of pharmacy. For a number of years, it has been offering work on the undergraduate level and graduate programs leading to the master's and doctorate degrees. There is not enough demand in the state or nation to justify two schools of pharmacy in Florida.

PHYSICAL EDUCATION

Every student requires some basic work in physical education. Both universities have intercollegiate and intramural athletic programs. There is enough demand for teachers of physical education, health, and athletics and enough demand for recreation directors that both schools are justified in offering programs in this field.

RESEARCH PROGRAM

Research is an important function of both universities. Every university has an obligation for the use of its resources in the extension of knowledge for the welfare of mankind. In addition, this activity heightens the vitality and effectiveness of the teaching function by keeping faculty at the highest levels of leadership in their respective fields. It is impossible to mark out boundaries within which activities of research by individual members of the faculty will be pursued. These are highly individual matters and will be determined by the peculiar interests and capabilities of the individuals on the faculty of the universities at various periods.

However, in organized research where a team of two or more faculty members are working on the solution of an assigned problem, for example such as is carried on in the Agricultural Experiment Station or the Engineering Experiment Station at the University of Florida, there is no need for duplication of personnel, facilities and expenditures. Cooperation in organized research programs is to be encouraged.

Florida State University has initiated the establishment of a Marine Biological Laboratory. It has secured the advice of the outstanding leaders of this field as a consultant committee, and the plans are already well under way. A Marine Laboratory is an instructional, research, and service institution; as such, in many phases of its work it can serve both state universities, and it should always be operated so as to cooperate closely with the departments of biological science and with the staffs of those departments at the University of Florida as well as at Florida State University.

SOCIAL WORK

Florida State University over a period of twenty years has developed a program of instruction in social work. The curriculum, faculty, programs of internship, consultation service, and state conferences are now being organized into a school. This program includes the training of the social worker, the administrator of welfare agencies, and all other aspects of the program of a competent school of social work. These facilities are adequate for the training of all the students seeking this type of education in Florida, and it is recommended that it not be duplicated at the University of Florida.

LIBRARY SCHOOL

Florida State University has a graduate school of library science. The demand for such training is not great enough to justify two schools in Florida. Many graduate schools of library training require their candidates for admission to have as a part of their program for the baccalaureate degree as much as fifteen semester hours of undergraduate work in library science. To make it possible for graduates of the University of Florida to enter the graduate school of library science at Florida State University or other institutions, it is recommended that the University of Florida offer a program of courses not to exceed fifteen semester hours in library science in its College of Arts and Sciences.

HOME ECONOMICS

The Florida State University has a program in home economics which includes home and family life, institution administration, foods and nutrition, clothing and textiles, and home economics education. Students wishing to specialize in any of these fields will go to Florida State University. If they enter the University of Florida and decide later that they want to major in home economics, their transfer to Florida State University will be facilitated. However, all students will eventually have homes of their own. All could profit by elective courses and some by a minor in home economics. To care for these needs, it is recommended that the University of Florida, if it deems it advisable, offer courses in home economics at the undergraduate level, restricting the maximum amount of credit allowed toward a degree in that university to eighteen semester hours.

NURSING AND HOSPITAL MANAGEMENT

The rapid growth of hospital facilities in the state has brought a consequent demand for an expanded corps of nurses and improvement in the standards of training for that profession. The same development has created an added de-

mand for persons trained in hospital management. Florida State University has long had a curriculum in nursing and has the elements of the curriculum for training in hospital management. It is recommended that these curricula be offered at Florida State University only at the present time and that additional resources be devoted to their expansion and strengthening. It is recognized that the demand and future developments may make it necessary to establish a collegiate school of nursing at the University of Florida also.

EDUCATION

Both state universities have strong schools of education. The demand for competently trained teachers and the rapid improvement in the standards of training required of teachers indicate that both universities should continue complete programs of instruction in their schools of education at both the undergraduate and the graduate levels.

Each University has in its program of teacher training certain curricula that are distinctive of it, such as, agricultural education at the University of Florida and home economics education at Florida State University. The programs of specialized training, distinctive of each university, should neither be moved nor duplicated.

PUBLIC ADMINISTRATION

Both universities offer and should continue to offer non-professional curricula through the master's degree in political science and other subjects related to public administration. Both universities have service agencies which should continue to perform consultation services, special studies, and assistance to governmental agencies. It is recommended that Florida State University continue and expand its professional training programs in public administration which may include internships and similar techniques for developing professional competence and this professional program should not be duplicated at the University of Florida.

MUSIC

Music has been and continues to be one of the most important areas of human interest to be developed at Florida State University. For more than a half century special emphasis has been given to music and the school has been given the highest recognition throughout the nation for the quality of its work. It has been for many years a member of the National Association of Schools of Music and has met all of its standards for professional schools. It is both a cultural and professional school and has developed extensive undergraduate and graduate programs of study. It provides a vocational opportunity for large numbers of students to become professional musicians or to go into the field of music teaching. Major programs in music, both at the undergraduate and graduate level, should be offered at Florida State University only.

Among the students at the University of Florida, there is a wide interest in opportunities for participation in musical activities and the study of music. It is recommended that the University of Florida offer courses in music restricting the maximum amount of credit a student may earn to twenty-four semester hours, including music education, theory, and applied music.

JOURNALISM

Journalism is one of the professional areas in which there is a very large demand for trained personnel and a very widespread interest on the part of university students. On this ground, it is recommended that both universities should have programs of instruction at the undergraduate and graduate levels in journalism.

(Signed) J. Hillis Miller

President, University of Florida

(Signed) Doak S. Campbell

President, Florida State University

Approved by Board of Control

(Signed) J. Thomas Gurney, Chairman

In accordance with policies agreed upon the work of this University incorporates the following major colleges, schools and divisions through which instruction and research are carried forward. They are listed in the order of their establishment.

- The College of Arts and Sciences**
- The School of Education**
- The School of Home Economics**
- The School of Music**
- The Graduate School**
- The Home Demonstration Office**
- The University Extension Division**
- The School of Social Welfare**
- The School of Business**
- The School of Library Training and Service**
- The School of Public Administration**
- The Division of General Education**
- The School of Journalism**
- R. O. T. C.**
- The School of Nursing**

It is recognized that other necessary areas may need to be developed at some future time. However, for the present, the scope of the program as indicated by the schools and departments here listed seems adequate.

THE COLLEGE OF ARTS AND SCIENCES

This is the oldest as well as the largest division of the University. Its 25 departments provide for the greater part of the liberal arts curriculum and the work in General Education as well as many of the basic courses for students who are enrolled in the other schools and departments of the University. It maintains extensive provision for teaching, both under-graduate and graduate, as well as provision for research.

The rapid growth of the University and the necessary extensive reorganization of the College to meet the demands of the enlarging university program have necessitated the expansion of the administrative organization. A new dean, Dr. Edwin R. Walker, was appointed soon after the beginning of the biennium. The greatly increased volume of work made it necessary to add an associate dean in the person of Dr. Charles S. Davis. Also, with the incorporation of the General Education program in the College of Arts and Sciences, Dr. W. Hugh Stickler was named Associate Dean in charge of this important division.

Of major importance during the biennium has been the expansion and strengthening of the faculty. Although the scale of salaries paid is below the median of salaries in state universities over the nation, a faculty has been recruited which is considerably above the average in the state universities of the nation in education, professional accomplishment, and reputation. Because of the large percentage of the faculty who have been added to the University within the past two years, a relatively large number will be eligible for their first promotions during the next biennium. This condition will place an added demand on the salary budget.

During the biennium twelve department heads have been appointed. Their names and departments are as follows: Professor Hale G. Smith in Anthropology and Archaeology, Dr. James Cullison in Geology, Dr. Harold G. Humm in Marine Biology, Dr. Werner A. Baum in Meteorology, Lt. Col. Bernice S. Barr in the Military Department, Dr. Karl Dittmer in Chemistry, Dr. Charlton C. Jernigan in Classics, Dr. Clark Allen in Economics, Dr. A. C. Higginbotham in Physiology (Acting), Dr. Hugh L. Waskom in Psychology, Dr. Meyer Nimkoff in Sociology, and Dr. Clarence Edney in Speech. This is a group of distinguished scholars who are carrying forward and strengthening work that was already established.

The creation of some new departments and the expansion of others during the biennium has been accomplished in accordance with over-all plans. Two considerations have influenced the development in these particular areas: underdevelopment of some of these areas in higher education throughout the nation, and the peculiar needs of our state and region.

The decision to establish the Marine Laboratory at Florida State University was due to a combination of circumstances. The marine resources of Florida are of great economic importance, particularly in the fishing industry and the sponge industry. However, more important may be resources as yet undeveloped, such as the commercially important chemical colloids that may be extracted from sea-

weeds, new forms of foods that may be developed from sea resources, and mineral resources that may become available through new sources of heat to be used in the distillation of water. The location of Florida State University makes it possible to establish a laboratory near enough to the campus for instruction and research to be closely coordinated with the regular program of the University.

The decision to enlarge and extend the scope of the work in Geology resulted from a combination of circumstances. Instruction and research in Geology are highly important to the economy of the state. For years the State Geological Survey and the U. S. Geological Survey, Ground Water Division have been located on the campus of the University. These two establishments provide work and research opportunities for large numbers of graduate students. They also share library facilities and equipment with the Department of Geology. One of the most neglected areas in geological research is the study of sedimentation. Florida is one of the most advantageous locations in the nation for this kind of study.

Modern meteorological science came to the United States only ten years ago. It had been developed for the most part in Germany, the Scandinavian countries, and in Russia. Just before World War II the application of mathematics and physical principles to the study of meteorological phenomena was developed in two of the American Universities. This important area of science is still largely undeveloped. Of the five fully staffed departments of Meteorology in the United States, one is located at the Florida State University. The Head of the Department, Dr. Werner A. Baum, is the editor of the American Journal of Meteorology. Of the twenty-five men in America with doctor's degrees in this field, three are members of the Department in this University.

The Carter collection of Inca archaeological material was donated to the University several years ago. It is considered by many to be the best collection outside the National Museum of Lima, Peru. This important collection together with the richness of the southeastern region of the United States in archaeological material prompted the decision to establish the Department of Anthropology and Archaeology. Mr. Hale G. Smith, Head of the Department, has already established himself as one of the foremost authorities in this field. He has been appointed as one of the editors of the Dictionary of Archaeology of the Caribbean area. Recently he has been a consultant to the Cuban Government and is at this time president of the regional Archaeological Society.

The Military Department was established at Florida State University when the United States Air Force located an Air R.O.T.C. on the campus. A competent staff of four commissioned officers and four sergeants, headed by Lt. Col. Bernice S. Barr have established the work on a firm footing.

Research and Other Professional Service

The research program of the College of Arts and Sciences has expanded very rapidly during the last biennium. This work is carried on in three ways. The first and most extensive is the research work by members of the faculty using the library and regular equipment of the university to carry out investigations that are not subsidized by special grants. The second form is made up of projects of

research that are supported by the University Research Council. These projects involve small grants-in-aid for the purchase of supplies, equipment, etc. The third form of research is that supported by grants and contracts with agencies outside of the university. Over \$100,000 in such grants is now operative for departments in the College of Arts and Sciences. These include two projects supported by the Social Science Research Council carried out in the Department of History; one project supported by a Wisconsin foundation being carried out in the Department of Political Science; a very large contract now entering its third year from the U. S. Army Chemical Corps, which is being carried out in the Department of Physics; two projects supported by the U. S. Public Health Service in the Department of Chemistry; one project supported by the Research Corporation of America in the Department of Physiology; two projects from the Research Corporation of America in the Department of Chemistry, one project from the Research Corporation of America in the Department of Physics; one project from the Sloan Kettering Fund in the Department of Chemistry; one large contract in its second year from the Office of Naval Research, which is being carried out in the Department of Chemistry; two contracts with the Office of Naval Research, which are being carried out in the Department of Meteorology.

Physical Facilities

The greatest single problem of the College of Arts and Sciences is the lack of adequate buildings and equipment. A large proportion of the work of this College is being done in temporary buildings on the West Campus. All of the departments that are housed on the Main Campus are overcrowded. There is not adequate space for the teaching of classes; laboratories are under-equipped and overcrowded; faculty members do not have adequate space in which to work. The College of Arts and Sciences needs urgently within the next two years three new buildings and the renovation and full occupancy of the older half of the Science Building. The three buildings most urgently needed are a Biological Science Building, a Geology Building, and a general classroom-office building for use by the Departments of Social Sciences and Humanities. Even if these buildings were complete we would still have inadequate space for the Departments of Art, Speech, Psychology and Mathematics.

Guidance and Counseling

During the biennium two types of academic guidance and counseling have been established. First the College of Arts and Sciences has participated along with all other divisions of the University in the unified guidance and counseling program for freshmen. This program has made several important contributions, but in the judgment of most members of the faculty it has not worked with complete satisfaction.

Within the College of Arts and Sciences we have established a program of academic counseling for sophomores and for departmental majors. This program is only in its initial stages, but under the direction of Dean Davis it gives promise of a very worthwhile development.

Summary

In the paragraphs above only the most urgent needs of the College of Arts and Sciences have been cited. If these can be met within the near future, then the program of development that has characterized the past biennium can be carried forward. The growth of the College of Arts and Sciences in the next biennium will not be nearly so spectacular as that of the last two years. There will not be the need for the establishment of new departments, large increase of personnel, and similar developments that are readily observable. The problem of the next two years will be to capitalize the growth already achieved, to consolidate it, and improve its quality. These are more difficult tasks, but there seems to be promise of success.

THE SCHOOL OF EDUCATION

For many years the Florida State University has been the largest source of supply for teachers and administrators for the public schools of Florida. In co-operation with the other colleges and schools of the University the School of Education maintains a comprehensive program of study covering all phases of professional education.

The School of Education is composed of six major divisions or departments: The Department of Art Education and Design, The Department of Education, the Department of Health Education, the Department of Physical Education for Men, the Department of Physical Education for Women, and the Demonstration School.

The Department of Art Education and Design covers the areas of Ceramics as applied to Art, Industrial Arts, Art Education, and Design. The laboratory in ceramics, located on the West Campus, was opened during the Spring quarter of 1949-50. The laboratory in industrial arts was opened during the Winter quarter of the same year. The enrollments in both of these areas have been gratifying, the demands for some sections being greater than our capacity to supply.

The Department of Education provides for the professional education, both at the undergraduate and the graduate level, for all types of teaching, supervisory and administrative personnel. During the biennium the staff has been enlarged and strengthened by the addition of a number of outstanding educators. Furthermore, a number of members of the faculty have been granted leaves of absence for further graduate study. Attention is called to the fact, however, that with the great increase in enrollment in the School, additional faculty members must be added if we are to supply the demands that are made upon the University in this field. The enrollment in the School of Education was 850 during the regular academic year 1947-48. For the academic year 1949-50 the enrollment was 1400. By far the larger part of the enrollment in the Summer Sessions of the University were in the School of Education.

The provision of teaching experience for prospective teachers during their senior year has had mature development in this University. Under the plan of teaching internships students secure experience in actual school situations under the guidance of directing teachers. Superintendents and principals have given

their strong approval to this plan for professional education. In 1947-48 there were 215 student interns. In 1949-50 there were 513 who had this experience.

The graduate program of the University is growing at a rapid rate as is shown in the section dealing with graduate education. A large part of the load of the graduate program is carried by the School of Education. This is reflected in the major fields of those receiving master's degrees. In August 1950 one hundred students received master's degrees. Of this number forty were majors, and ten were minors in Education.

A large and important service is rendered to the State by the School of Education by means of summer workshops for teachers. During each of the past two summers the enrollment in these workshops has been approximately 2,000. During the academic year professional courses have been made available to teachers in service through extension classes in eleven selected centers in the state. Such extension classes served approximately 900 teachers during each year of the biennium. These classes are taught by regular members of the faculty.

There are demands for the expansion of these services both through workshops and extension classes. To meet these demands, additional staff members must be added. Expansion in this School is imperative at this time.

The physical facilities of the School of Education are far below its needs. A new Demonstration School Building is imperative if we are to carry forward a creditable program. This building has been included in the biennial requests to the Legislature for several years. It is our desire to construct a building along economical lines that will stand as a demonstration to the communities of the state of utility and economy.

HEALTH EDUCATION

The Department of Health Education has been strengthened during the biennium. A new head of the Department, Dr. T. B. Phinzy, was appointed. He is not only a Medical Doctor but also has a special degree in Public Health. The Department is well staffed and is equipped to provide both undergraduate and graduate studies.

PHYSICAL EDUCATION

Physical Education is one of the largest and most widely used departments of the University. All students are required to pursue a minimum course in this Department. However, training in all branches, both professional and non-professional, is provided.

Physical Education for Women

Physical Education for Women is housed in a commodious building with every modern facility. During the biennium the north wing of the building was completed at a cost of \$476,045.51. This building, together with the out-door recreational facilities including Camp Flastacowo give this University the basis for Women's physical education second to none.

The teaching staff has been enlarged by two members during the biennium and two additional professionally trained staff members are proposed for the 1951-53 biennium. Members of the staff have improved their competence by further graduate study.

The educational program in this department covers both general and specialized courses. The health and physical development of the individual student is paramount. Wholesome recreation is well organized and widely participated in. Special curricula are provided for the professional training of teachers, recreational directors, camp directors and similar activities.

Physical Education for Men

This department has been completely developed during the past four years. During the biennium some additions have been made to the faculty and staff and the program has been further matured. The work of this Department falls into three principal divisions: Instruction in Physical Education, Intramural Athletics, and Intercollegiate Athletics.

The instructional program includes full coverage of the various branches of physical education at the undergraduate and graduate level. Courses are designed to provide both general and specialized courses for the training of teachers of Health and Physical Education, directors of athletics, and directors of recreation. All men students in the University are included in this program.

Intramural Athletics. This Division has been largely developed during the past two years. A comprehensive program of sports and leisure activities, both for students and faculty members, is under able direction. The growth of this phase of the program is seen in a comparison of summaries for 1947-48 and 1949-50. In 1947-48 thirty-five different teams participated in nine sports with 623 different students actively engaged in competition. By 1949-50 there were forty-five teams, fourteen sports and 1154 different students participating.

In addition to the organized intramural program recreational activities were provided and directed for large numbers of individuals.

Special mention should be made of the Florida State University Circus. This voluntary organization, under competent direction, provides healthful recreation for large numbers of students. Because of its high quality the Circus has attained nation-wide reputation which has been publicized through magazines and newsreels with nation-wide circulation. There is great demand by communities in the state for performances by the Circus.

Intercollegiate Athletics. This Division is now completing the third year of its existence. During the first year the program was extremely limited, the entire staff consisting of four men who coached varsity teams, taught professional and service courses, and conducted intramural sports. During that year, however, principles were established, policies defined, objectives agreed upon and procedures outlined for intercollegiate competition. During the succeeding two years the program has been tested out as to its soundness and its effectiveness.

For two years, therefore, the University has conducted a broad program of strictly amateur athletics. Such a program is sufficiently unique in the universities of this country to justify careful appraisal. Several evidences of the soundness of this program could be cited.

Our athletic teams have demonstrated capability, results of good teaching, marked enjoyment of participation, a strong will to win and a commendable competitive spirit. The records of all the teams is satisfactory, and some of them outstanding.

The secure position of members of our staff who have faculty rank and status; who enjoy the same conditions of tenure as all other members of the faculty, has contributed materially to the development of an out-standing player-coach relationship.

Student morale as related to athletics is at an extremely high level. We feel that this morale is a natural outcome of student interest in games played by fellow classmates and not a condition artificially generated in support of a subsidized team.

The broad scope of the program of intercollegiate athletics is encouraging. Last year nine sports were conducted: baseball, basketball, football, golf, swimming, tennis, track and field, volleyball, and gymnastics. As the program is expanded to include more sports, so also are the opportunities for students to derive the benefits from participation in intercollegiate athletics.

The acceptance of our program by the student body, alumni, and public has been excellent. There are some who urge us to follow the prevailing custom of subsidizing athletes. We endeavor to show that the real purpose of intercollegiate sport is the education of young men and that where subsidization exists educational values generally tend to vanish.

The problem of scheduling becomes increasingly difficult. Only four of the colleges in the Dixie Conference play football. We are the only state-supported institution in the Conference and we are considerably larger than any school in the Conference.

It is impossible to find a sufficiently large number of schools within reasonable traveling distance, which do not subsidize their athletes, to build a schedule involving only non-subsidizing schools. Our only choice is to play as many non-subsidizing schools as possible and complete the schedule with those that do subsidize.

If we must play opponents who subsidize, does this mean that we too must subsidize? We do not believe that this conclusion necessarily follows. Last year we played football with six schools where athletes are subsidized and we defeated five of them. Our teams have demonstrated that, in many cases, the amateur athlete can participate on an equal basis with the subsidized athlete. It is recommended that, as we grow stronger, we schedule stronger opponents.

Facilities for the conduct of a program of intercollegiate athletics at the Florida State University are extremely inadequate. We have a swimming team

but no pool for men; a gymnastic team but no gymnasium space for practice; a tennis squad but no clay courts; a baseball team but only a temporary diamond; track athletes with inferior areas for this sport; basketball and volleyball squads with only one small gymnasium for both groups to share with all the service and professional courses in physical education.

The completion of a new football stadium by the opening of the Fall semester, 1950 is one of the first steps in providing greatly needed facilities for men's physical education and intercollegiate athletic programs.

THE SCHOOL OF HOME ECONOMICS

Functions of the School. In the allocation of special areas to the individual state-supported institutions of higher learning, the Florida State University has been designated the institution in which to develop and maintain a School of Home Economics that will meet the needs of the state as a whole. We are obligated, therefore, to provide the facilities and the program which will enable us to function effectively.

Resident instruction is the most obvious of our responsibilities, and it must be planned for various groups: (a) all majors within the School need a small core of courses designed to help the individual and the prospective homemaker meet daily living problems; (b) the majority of these major students must follow a professional curriculum, requiring specialized courses at the junior and senior levels; (c) graduate students preparing for positions of responsibility must have advanced and specialized courses; and (d) several hundred students in other divisions elect one or more courses either as part of their general education or as a requirement of a professional curriculum.

Extension and correspondence courses and non-credit institutes must be provided for professional and lay groups who cannot take advantage of resident work or who need intensive and specialized in-service study. Belonging in this same category are radio programs, bulletins, and other similar services.

The faculty of the School of Home Economics must function also as consultants in cooperation with various field agencies such as the State Department of Education, the Home Demonstration Service, and others.

Finally, no School of Home Economics can be said to be functioning effectively unless it is contributing to the sum total of knowledge within its field through research and other studies. There are problems of food, shelter, and clothing peculiar to this climate which need immediate attention; research in the area of the home and the family is in need of active exploration.

At the present time we recognize the importance of each of these fields of activity and we are glad to report progress in each of them. We need continued support in securing adequate facilities, however, if we are to assume in full the responsibilities delegated to us.

Activities of the School

Department of Clothing and Textiles. During the biennium the work in textiles has been greatly strengthened through development of a textile laboratory where advanced students may learn research methods and where research projects of various kinds can be carried out. One such project, on the shrinking of selected cotton fabrics when laundered according to several common methods, is now being prepared for publication in one of the technical textile journals and has significance not only for the industry but also for the average individual whose clothing must be laundered repeatedly. During the current year it is proposed to inaugurate field services of a consultant nature and to offer short courses and institutes dealing with problems of detergency.

For some years this department has offered a major in the retailing of textiles and clothing which has attracted an increasing number of students. An instructor experienced in merchandizing has been added to the staff to develop this professional curriculum and supervise the field experience of students.

Department of Food and Nutrition. During 1948-49 one of the senior staff members, while on leave of absence, carried an extensive project in cooperation with members of the State Board of Health dealing with the vitamin A and Carotene content of the blood serum of school children in Florida. Portions of this research have been accepted in partial fulfillment of the requirements for the doctorate in another institution and several papers reporting the findings are in preparation.

During the past summer a graduate student completed a study of vitamin C retention in collard greens prepared by different methods. The results have significance in this region where the vegetable is easily grown and widely used.

Elementary courses in Food and Nutrition are required in several curricula in various departments of the University with the result that enrollment in these courses has shown a considerable increase. Correspondence study in this Department also has increased. Two advanced courses in food technology have been offered for the first time during this biennium. Progress in departmental services has been limited however by the continued shortage of qualified personnel over the country as a whole and by the crowded conditions in our own laboratories.

Department of Home and Family Life. This department has experienced rapid and significant growth during the biennium, increasing the enrollment not only in its undergraduate courses but expanding its graduate program and its extension program as well.

An interdivisional program leading to the doctor's degree in the field of Family Relationships has been developed and approved. Dr. Ruth Connor, head of the Department of Home and Family Life, carried a major share of the responsibility for this development. Three master's degrees have been earned in this area, one in family economics and two in family relationships. Papers reporting the findings of two of these studies have now been prepared for publication.

With the appointment of Dr. Janet Smith to develop the curriculum in housing and house furnishings, one large gap in our offerings has been filled. Dr. Smith brings to her work a background of extensive and varied training and experience in the field of art applied to the home. She is the author of several books, the most recent of which was published during the past year. Temporary facilities are being used for a house furnishings laboratory, but we hope for more adequate quarters in the new biennium. So many students are electing these courses that an additional staff member is needed at once to allow the senior staff member opportunity for developing the advanced courses.

Dr. Mildred Morgan, with an academic background in child development and family life education and experience in marriage and family counseling, joined the staff within the past two years. She has been active in counseling activities on the campus and has carried a heavy off campus program of extension classes and institutes for professional and lay groups.

Dr. Richard Morse has conducted two studies, in cooperation with the Florida Citrus Commission, of factors influencing consumer preferences. The findings were reported to the Institute of Food Technologists and later published.

Requests for extension courses and institutes have far exceeded the number which the present staff can carry. During the past year 192 persons completed extension classes held by 3 staff members, and the same staff members held 21 meetings with parents in 7 cities of the State with a total attendance of 1852 parents.

Department of Home Economics Education. The present faculty of the Department of Home Economics Education have all been appointed during the biennium. Senior appointments include those of Dr. Anna Carol Fults as head and Dr. Lucile Lurry as Associate Professor. Both are active in professional associations at the national as well as the state level, and both have participated fully in the educational program of the state.

The faculty of this department cooperate with the Home Economics Service of the U. S. Office of Education and with the State Department of Education. This cooperation has included participation in work conferences with teachers of Home Economics, in the annual leadership conference for supervisors, in evaluation surveys of school programs and in county workshops for teachers. Bulletin material prepared in teacher-training classes has been distributed through the Department of Education to home economics teachers throughout the State and visits have been made to first-year teachers of home economics as a service to recent graduates.

During the current year a beginning has been made in inauguration of a research program in cooperation with the State Department of Education. Projects undertaken must have significance for the state program of homemaking in the public schools and both long-time and short-term studies will be included.

Appraisal of the Home Economics Program

During the past few years the American Home Economics Association has inaugurated a program leading to development of criteria for evaluating college programs in home economics. It has been hoped that self evaluation by institutions may make a system of accreditation of Schools of Home Economics unnecessary.

In 1949-50 the professor of Home Economics Education served as a consultant in three regional workshops devoted to techniques of evaluation. Two senior members of the faculty of the School of Home Economics represented us in the Southeastern regional workshop. A report of this workshop has been presented to the total faculty of the School, and some steps have been taken to implement a study of our own program and needs and to chart a course for further development.

Needs of the School

Physical Plant. The quality of work performed by any faculty member is necessarily conditioned by the physical environment and the tools with which to work. The offices and laboratories assigned to the School of Home Economics are in the old wing of the Science Building, erected in 1922 at the peak of post war prices for the sum of \$75,000. The plans were drawn with little regard for needs, and the construction was poor. Plumbing, electric current, steam, all needed for laboratory work, are inadequately supplied. The laboratories are, for the most part, too small to accommodate a class of normal size. When the building was opened, the School of Home Economics had 4 faculty members, 83 majors, and offered the minimum number of courses required for certification of high school teachers in Home Economics. Today, with some 400 undergraduate major students, an increasing graduate enrollment, and a class enrollment of nearly 1100 each quarter, despite the need for development of advanced laboratory classes for upperclass and graduate students, and for office and conference rooms for faculty, we are still housed in the same inadequate quarters, still trying to move a mountain with shovel and wheelbarrow.

Neighboring states have all provided better planned, better constructed and more commodious buildings for their divisions of Home Economics, and our graduates return from other states to ask, with increasing frequency, why the State of Florida cannot offer equal or superior facilities.

Our fine faculty is ready to move forward, interested in its work and in its students, but its progress is hampered and its success minimized by the unfavorable environment in which it must function.

Staff. Shortages in staff continue, in part at least, because of a national shortage of qualified candidates for senior positions. As each such gap is filled, however, demands upon the time of the new faculty member emphasize the need for further development. Junior positions must be added so that the more highly trained faculty may budget some time to research and writing.

Needs in Relation to State Progress. Florida is surging forward in population, in wealth, and in sophistication. We have the responsibility for providing educational leadership in those areas affecting the homes and families of Florida and for offering adequate professional training to those who must be ready to combine homemaking with careers. Our facilities for work must be made equal to the task, that we may contribute our share to the well-being of the state and the health and happiness of its homes.

THE SCHOOL OF MUSIC

The biennium ending June 1950 marked the fruition of several significant phases in the development of the School of Music. These developments are a source of satisfaction to all concerned—the completion and occupation of the magnificent new Music Building, the expansion of the faculty and student body, and the strengthening of the curricula of the school.

The Music Building has been found after a full year of use to be successful in every function of its construction. Enquiries regarding its architectural features have been received from all over the United States. Physicists and architects have pointed out the exemplary acoustics of the studios, practice and rehearsal rooms. The Florida State University Music Building answers the needs of collegiate instruction in music.

The biennium marked the addition of 6 new faculty positions. Several of the new appointments were men of national and international reputation, men whose contributions add distinction to this University.

The student body of the School of Music has increased materially in both quantity and quality. Increase in the number of music majors by approximately one-third annually has been maintained during the biennium. Undergraduate music majors for the 1949-50 academic year averaged 205, and the approximate number of graduate students working toward advanced degrees during the summer and regular session for this period was an additional one-fourth the undergraduate figure. In addition to major students, more than one thousand other individuals received instruction in music during each year of the biennium.

Curricula: The following new curricula have been inaugurated since the last report:

Bachelor of Arts with a major in Music
(In conjunction with the College of Arts and Sciences)

Bachelor of Music in Applied Music
(Woodwinds and Brass)

Master of Music in Theory

In the administration of the curricula of the school a procedure of examination, evaluation, and selection has been increasingly emphasized in the process of raising the quality of students enrolled and graduated. Achievement of students in Music Theory has been a focal point for determining those students possessing the requisite qualities for success in the field of music.

Music Organizations: The seven music organizations serving the university continued to improve in quality and service. A new group, the State Symphony of Florida, was formed in May of 1948. Its conception is that of a graduate group supplemented by musicians of professional standard from throughout the state.

Music Camp: The number of high school students participating in the Music Camp held each summer for five weeks of training in cooperative living, music, and recreation, has leveled off at approximately 140. The effectiveness of instruction and supervision has improved each year. The Music Camp is recognized as a valuable workshop for graduate and other students in residence at that time.

Faculty Activity: During the biennium there has been a great increase in the academic and professional activity of the faculty. This included published articles and bulletins, music composition, recital and conducting performance, participation in clinics, evaluations, etc. Two State Department of Education bulletins were produced under the chairmanship of faculty and administrative personnel. The published compositions of faculty members now number 160 separate works ranging from piano studies and songs to symphonies and complete operas in three acts. An Annual Faculty Recital Series of a high order has become a characteristic of the School.

Equipment: Educational Equipment has been obtained which has aided instruction immeasurably. Library materials including books, music, scores and recordings have been increased materially, although much remains to be done in this area in order to keep pace with the program of instruction. Recordings of many school performances have been made for instructional and broadcasting purposes.

Artist Series: This important function of Student Activity seemed to have reached a certain climatic point during the biennium. Without any per capita increase in student fees, Artist Series presented a total of 55 lectures, recitals, plays and art exhibits. This program attracted such university-wide support that capacity audiences filled Westcott Auditorium time and time again. The increased financial support from the general public was one of the means by which the offerings were expanded.

The 26 Artist Series events for the 1948-49 fiscal year were: Duranty-Knickerbocker, debate; Rise Stevens, Mezzo-soprano; Marcel Dupre, organist; William L. Shirer, lecturer; Lauritz Melchoir, tenor; Barter Theatre, (3 performances); Paganini String Quartet; Martha Graham Dance Company; Lord John Hope, lecturer; Albert Spalding, violinist; Vronsky and Babin, duo-pianists; The Guardsman Quartet; Luther Gable, lecturer; Metropolitan Artist Group; Earl Spicer, baritone; Art Exhibits (9).

The 29 Artist Series events for the 1949-50 fiscal year were: United States Navy Band (2 performances); Hodding Carter, lecturer; Burl Ives, folklorist; Edward Weeks, lecturer; Ernst von Dohnanyi, pianist, (2 performances); Robert Shaw Chorale; Robert St. John, lecturer; Barter Theatre (3 performances); Wag-

ner Opera Co. (2 performances); Jennie Tourel; Hungarian String Quartet; T. V. Smith, lecturer; Sherwood Eddy, lecturer; The Metropolitan Quartet; Mac Morgan, baritone; Ferrante-Teicher, duo-pianists; John Temple Graves; Art Exhibits (6).

Prospect: The School of Music has reached a point in its development where it can mature to its full stature as one of the nations leading schools. In order to accomplish this objective it would seem that the following points are vital; (a) continued support of inspired faculty leadership, (b) release of the entire building to the function for which it was planned, and (c) further development of areas of music which are particularly appropriate to and needed by this region; i.e., the music education program, composition, research, and extension services.

THE GRADUATE SCHOOL

The biennium which has just closed has been a period of continued growth and progress in the graduate program of Florida State University.

The previous biennial report gave the graduate enrollment for the fall quarter of 1946 and 1947 as 29 and 77 respectively. The corresponding figures for 1948 and 1949 are 305 and 515. The last report gave the graduate enrollment for the two terms of the summer sessions of 1946 as 124 and 80; for 1947, 334 and 183. For the two summers of the biennium just closing, these figures are: 1948, 859 and 679; 1949, 972 and 755.

During the twelve months period just closed, the Graduate School has conferred 188 master's degrees. This is a larger number than the total of master's degrees conferred during the period from July 1, 1908 to July 1, 1948.

Since the previous report, the Graduate Council has completed the initial task of listing all faculty members who are approved for teaching graduate courses and those who are approved for directing graduate programs. Recommendations for such designation were initiated by department heads, approved by the respective deans of undergraduate schools, carefully considered by a committee of the Graduate Council and finally approved by the Graduate Council itself. Revisions and additions to the list will, of course, be made from time to time.

Since the last biennial report, the Board of Control has approved proposals for doctoral programs in Spanish, English, Speech, Botany, Zoology and Physiology, Chemistry, Home and Family Life Counseling, and Education.

Progress in graduate instruction and in research necessarily go hand in hand. The program of graduate instruction has been greatly stimulated by a substantial increase in research activity on the part of faculty members. This growth in research has been stimulated by the activities of the Research Council, which has a close working relationship to the Graduate Council. Activities of the Research Council are listed in a separate part of this report.

Adequate library facilities are indispensable in good graduate work. The library of Florida State University has made great strides during the biennium. Evidence of this progress may be found in the report of the librarian.

The previous biennial report commented on the inauguration of a graduate news letter which has been distributed to members of the graduate faculty at irregular intervals. In an extension of this effort to keep the faculty informed regarding graduate progress and problems, minutes of the Graduate Council are now being distributed to all members of the Graduate Faculty.

Six representatives of the Graduate Council participated in the conference on graduate instruction in Savannah, Georgia, in October 1949, and five representatives will participate in the conference on graduate instruction in Daytona Beach in September 1950. The Graduate Council is relating its planning to the south-wide developments in graduate instruction, particularly in relation to the Board of Control for Southern Regional Education.

The Graduate Council has initiated a study of our present graduate students as a part of its program of emphasizing quality rather than numbers. Superior graduate instruction is the objective of the Graduate School.

THE SCHOOL OF SOCIAL WELFARE

During the biennium the functions of the Department of Social Work were expanded and the School of Social Welfare set up to administer the enlarged program. For many years this University has provided state and local welfare agencies with personnel trained on the undergraduate level. The expanded program has been developed in response to an evident and prevailing need.

Course Offerings and Enrollments. Course offerings have been expanded so as to strengthen the undergraduate program for our majors as well as provide a number of courses to meet the needs of other schools and departments of the University. Several new courses have been developed in the area of Marriage and Family Living in response to expressed needs of students.

As of May 15, 1950, there were 288 undergraduate students enrolled in the School of Social Welfare. There were 750 individual class enrollments in the Spring Quarter of 1950. There has been a steady increase of enrollments in our classes greater than the proportion of increase of the student body.

Graduate Curricula. In the fall of 1948 we offered for the first time a one-year program of graduate professional education and training in Social Work. There were seven students in the first class. This one-year program was expanded into a two-year program leading to the degree of Master of Science in Social Work in the fall of 1949.

A committee of the American Association of Schools of Social Work visited the campus in December 1949, in order to evaluate the work. As a result of the visit of the committee, our program was accredited by the Association and we were admitted to full membership effective January 1, 1950.

Six of the seven students who entered the graduate professional program in the fall of 1948 received their master's degrees at the 1950 June Convocation.

Our School has been designated as one of the participating institutions in the regional plan for Social Work education.

Graduate offerings have been developed in Marriage and Family Life Education and in Marriage Counseling. These offerings have been developed in cooperation with a number of other departments. Under such a cooperative arrangement, strong programs have been developed for the master's and doctor's degrees in these fields.

On the basis of present applications for graduate study in the various programs offered, we can expect a minimum of 30 students in the fall of 1950. A conservative estimate for 1951 would be 45 graduate students. This will necessitate some expansion of present facilities and staff additions.

Off-Campus Activities. The services of the School of Social Welfare to various groups in Social Work and allied fields throughout the state constitute a major function. During the academic year of 1949-50, members of the departmental staff engaged in the following off-campus activities:

1. Provided case work consultant to school social work program in Hillsborough County.
2. Conducted ten Family Life Institutes of one week in such high schools as Jackson (Jacksonville), Sebring, and Hollywood.
3. Conducted twelve Adult Family Life Institutes of two days each in various parts of the state.
4. Cooperated with the School of Home Economics in a work conference on Marriage Counseling for ministers.
5. Provided various types of services for such state agencies as the Florida Childrens' Commission, The Legislative Reference Bureau, The State Parole Commission, and the State Welfare Board.
6. Conducted P.T.A. Workshop in Family Living (Dade County).
7. Cooperated with General Extension Division in expanding correspondence study offerings and planning courses for several extension centers.
8. Provided consultation services for numerous churches as they expanded their program of character education.
9. Participated in several pre-school planning conferences.

THE SCHOOL OF BUSINESS

Although work in the field of business and commerce has been offered in this Institution for many years, it has seen its greatest expansion since 1947 when the Florida State University became a coeducational institution. Previous to 1947 the annual enrollments in this department averaged some 300 students. However, individual enrollments increased from approximately 1200 in each quarter of 1948-49 to 1750 in each quarter of 1949-50.

To meet the greatly increased demands for services, the curriculum has been expanded and the administration has been removed from the Department of Economics in the College of Arts and Sciences and has been organized into a separate School of Business.

During the biennium the number of faculty members has been increased from 9 to 22 and the number of courses from 31 to 109. The work of this School is predominantly on the undergraduate level. However, strong graduate curricula have been developed in the areas of Accounting and in Business Education.

In addition to the regular on-campus program of instruction there are numerous off-campus services that are provided for the citizens of the state. For example, there are General Extension courses, correspondence courses, residence courses for officer personnel in service at Tyndall Field, and evening classes for business and professional personnel.

The growth of the School has been marked by the organization of professional and honor societies of national recognition. Local chapters have been established of Alpha Kappa Psi (May 1949), and Delta Sigma Pi (December 1949). The Business Education Club, enrolling prospective business teachers and secretarial majors, was organized in 1948-49. This organization is now affiliated with the Future Business Leaders of America club program and is sponsoring such clubs at the high school level throughout the State of Florida. Also a local chapter of Pi Omega Pi has been cleared by campus authorities as well as the national office for installation in October 1950. This is the honorary fraternity for outstanding students in Business Education.

The problem of class size is more acute in the School of Business than in any part of the University. During the past two years some classes have approached an enrollment of 100 students. In practical and applied courses it is essential that the student have as much direct experience as possible. Particularly in subjects such as business law and salesmanship, where the student needs to have his reasoning challenged in open discussion, classes should not exceed 30 to 35 students. Attempts have been made to relieve this problem but with present budgetary limitations the necessary staff cannot be secured and maintained. Provision is made for additional staff in the budget request to the 1951 Legislature.

Restaurant and Hotel Management

Provision for the comfort of millions of tourists constitutes one of the chief businesses of the people of Florida. Hotels and restaurants utilize the services of thousands of our citizens. The demand for expertly trained personnel, especially at the managerial level, has long been recognized by the industry as one of its most pressing problems. It was in response to expressed desires of Restaurants and Hotel operators that the Florida State University instituted its Department of Restaurant and Hotel Management as a department in the School of Business.

With the cooperation of other departments of the University sequences of courses have been developed in accordance with current practice in the established schools of this type. These courses provide major undergraduate work leading to a bachelor's degree.

In addition to regular campus classes there have been numerous off-campus activities, particularly the Food Service Clinics. In April 1949, the Department of Restaurant and Hotel Management added to its staff a Field Representative whose primary duties were to conduct a series of restaurant management short courses called "Food Service Clinics" in the major cities of Florida. The first clinic was held in Miami in May 1949, and subsequently other cities were visited, one each month, where the local operators in each area received benefit of this on-the-spot training. Each short course usually lasted four days. The bulk of the instruction was conducted by the Field Representative of the Department of Restaurant and Hotel Management with assistance from the local health departments and other qualified personnel. During 1949 the cities visited include the following in addition to Miami: Daytona Beach, Orlando, Pensacola, Jacksonville, and West Palm Beach.

Approximately 500 food service operators throughout the state attended these short courses and reports indicate they derived considerable benefit from this service. A typical audience included local restaurant operators as well as food service personnel from hotels, industrial cafeterias, managers of chain operations, hospital dietitians, school lunch personnel, and representatives from allied industries. General subject matter included the purchasing, storage, and processing of foods; portion control and service; controlling labor costs; hiring and training of qualified employees; and good housekeeping and sanitation. In connection with the clinics the Department of Restaurant and Hotel Management also provided a free consulting service in which the Field Representative spent some time in individual restaurants assisting in the solution of specific problems of the establishment.

The Restaurant and Hotel Management Institute held on West Campus November 29, 30, December 1 and 2, 1949; and the Hotel Management Short Course held July 24 through August 24. Operators throughout the State of Florida, Alabama, and Georgia were privileged to hear outstanding speakers from various parts of the country who were specialists in certain phases of restaurant and hotel management.

A chapter of the Junior Hotel Men of America was established at the University in February, 1949. This was the eighth chapter to be established in schools and universities throughout the United States that offer hotel administration in their curricula. The Executive Vice-President of the Association installed the chapter at a banquet at which the President of the American Hotel Association, Mr. Joe E. Adams of Miami, was the principal speaker.

Interest in this department is reflected in the establishing of the Francis F. Hamilton Award for Students in Hotel Management. Mr. Francis F. Hamilton, owner-manager of the Miramar Hotel, Miami, Florida, has presented to the department an award of \$100. each year to be given to the outstanding student majoring in hotel management. This award will be primarily in recognition for high scholastic achievement, interest in the hotel industry, and the judgment by the head of the Department of the applicant's ability to succeed in the field of hotel work.

The immediate need of this Department is a modern physical plant in which students may gain actual experience in the various phases of the work for which they are preparing.

THE SCHOOL OF LIBRARY TRAINING AND SERVICE

The School of Library Training and Service has completed its third year as a separately organized School. Previous to 1947 the work in this field was done in an undergraduate department, first in the College of Arts and Sciences and later in the Division of Applied Social Sciences. However, the demand for persons trained in librarianship grew so rapidly that it became necessary to provide a full scale School in order to meet the needs of the state.

An indication of the size and scope of the work is shown in the registration figures. During the past two years 2217 different individuals have sought instruction and guidance from the School. Of this number 806 were registered in extension classes. Full time registrations in the regular sessions increased from 47 in the Fall quarter of 1947-48 to 243 in the Spring quarter of 1949-50. The regular Summer enrollment increased from 203 in 1947-48 to 354 in 1949-50. When expressed in terms of quarter hours the load carried by this School becomes even more impressive. In the regular year, 1949-50, the registration represented a total of 5,823 quarter hours.

Analysis of enrollment figures by type of student gives, perhaps, a truer picture of the work of the School of Library Training and Service. The School serves a multiple purpose designed to meet the needs of students working toward various goals. Besides undergraduate and graduate majors in Library Service working toward Bachelor's and Master's degrees, students majoring in Elementary and Secondary Education, Recreation, Social Welfare, Journalism, English, Psychology, Commerce, and Home Economics have taken advantage of courses to add to their effectiveness in their chosen fields.

The Curriculum of the School has undergone continuous critical scrutiny since its expansion in 1947. Trends in professional thought in education for librarianship have been continuously surveyed and the sounder elements integrated into the curriculum of the School insofar as they pertain to the particular needs of libraries of Florida and Southeastern United States.

Basally, the educational pattern remains as it was established when the School was organized. The three-year professional program from the junior through the fifth college year has proven its worth through experience. This program has three main divisions: (1) the sub-professional program of 18 quarter hours; (2) the librarian program of an additional 12 quarter hours and an internship of 15 quarter hours; and (3) the master librarian program which is composed of an additional 27 hours of specialized work.

The training of semi-professional librarians has remained an important part of the curriculum. Students who complete the eighteen quarter hours are prepared for minor assistanceship in libraries and for teacher-librarian positions in schools of fewer than 300 students.

At the close of 1949-50 a total of 76 students had begun but not completed the program for the Master's degree. There is reason to believe that this number will continue to increase.

The Physical Plant of this School is reasonably adequate although the greater part of the structure is temporary and will not be usable for more than 3 or 4 years. An annex, constructed in 1949 provides a Materials Center that houses the Curriculum Library which houses books, periodicals, and file materials for use in school library service and in the teacher education program of the University.

The Faculty has been augmented during the biennium by the following appointments: Dr. Miles H. Ritchie joined the faculty as Head of the Department of Audio-Visual Instruction, succeeding Dr. Charles Hoban who resigned September 1948. Mrs. Bess Daughtry became Librarian of the Materials Center September 1948 succeeding Mrs. Marjorie Philyaw Wright. Mrs. Wilma Wilson was appointed Administrative Secretary October 1949. Dr. Hazel Pulling joined the faculty as Assistant Dean and Associate Professor in February 1950. The faculty and staff are well-known among professional schools throughout the nation. Their activities both on and off campus cover a wide variety of professional services. The Dean of the School, Dr. Louis Shores, is prominently associated with regional and national organizations in the library field.

This important School will require considerable expansion of its faculty, staff, and facilities if it is to serve the needs of our state.

THE SCHOOL OF PUBLIC ADMINISTRATION

The appropriateness of the location of the School of Public Administration at the Florida State University appears to be beyond question. Located in the capital city, the School can provide its students with first-hand experiences in government at the local, county and state levels. Extensive opportunities are available for internships and later for full employment.

The work of this School falls into two large divisions: instruction, both on and off campus, and research and fact finding service to governmental agencies. These two functions are closely interwoven since much of the teaching material must be derived from continuous research.

Enrollment. While a specialized profession such as public administration can not command an enrollment comparable to that of most of the divisions of the University, the School of Public Administration has made very substantial and gratifying progress in this respect during the short period of its existence. During the past school year the average class enrollments were 163 per quarter. This represented an increase of 185 percent over the preceding year. The average enrollment of the School is higher than the average enrollment in most of the professional schools of the nation in the field of public administration.

Course Offerings. During the biennium the course offerings of the School were considerably expanded. Nine new courses were added on the undergraduate

level and 9 on the graduate level. The School's curriculum at this time includes some 55 courses on the undergraduate and graduate level. Two of these courses deserve particular mention. This year there was introduced for the first time in Florida and in the nation a course entitled *Administrative Problems of Florida* in which the Governor of Florida and the other top officials of the Florida Government presented and discussed problems encountered in the administration of their offices. This year, also, there was introduced a course entitled *Administration and Management in the Federal Government* which consisted of a series of lectures by prominent officials of the federal government, each official being on the campus for one full week or longer. This, too, was a pioneer course for Florida and the nation.

For the first time in Florida, evening courses were offered for officials and employees of the Florida Government. During the last quarter of 1949-50 four evening courses were offered to 61 state officials and employees. These courses were: Public Personnel Administration, Public Fiscal Administration, Governmental Accounting, and Municipal Administration.

The internship program of the School of Public Administration has been developed to a position of national prominence. During the biennium, students interned in the office of the Secretary of State, the Attorney General, the Personnel Office of the Industrial Commission, the Unemployment Compensation Office of the Industrial Commission, the Personnel Office of the State Road Department, the Office of the State Budget Director, the Legislative Reference Bureau, and in the offices of City Managers in the following cities: Kissimmee, Pensacola, Sarasota, St. Petersburg, West Palm Beach, and Albany, Georgia.

Research and Consultative Projects Completed. Many research and consultative projects were undertaken and completed for public officials of Florida and new projects undertaken. Projects completed are as follows:

1. Comparison of salary schedules of the state and local governments of Florida, of the Federal Government in the Florida area, and of major private industries in Florida for positions involving auditing or accounting work. (Requested by the State Auditing Department)
2. Housing survey in area between Call and Tennessee Streets in Tallahassee, in cooperation with the Department of Social Work. (Requested by the Tallahassee Chamber of Commerce)
3. A Manual describing proposed accounting procedures for the State Improvement Commission. (Requested by the Commission)
4. An analysis of Receipts and Disbursement of Ten Major Divisions of the State Government. (Requested by the Joint House and Senate Tax Survey Committee)
5. Estimate of Revenue from Present Sources and Analysis of New Sources. (A detailed report prepared at the request of the Joint House and Senate Tax Survey Committee)

6. Assistance to former Governor Caldwell in the preparation of his final report entitled, *Administration of Millard E. Caldwell as Governor of Florida, 1945-1949*.
 7. Memorandum to the Joint House and Senate Tax Survey Committee on the need and provisions for an independent post audit in Florida.
 8. Memorandum to the Joint House and Senate Tax Survey Committee on personnel programs in other states.
 9. Preparation of check lists on personnel, general management, purchasing, reporting, and duplicating functions, for a sub-committee of the Joint House and Senate Tax Survey Committee.
 10. Assistance to the Joint House and Senate Tax Survey Committee in preparation of its preliminary report and agenda for semi-final meeting, and assistance in the preparation of the Committee's final report.
 11. Assistance to Governor Warren in compiling data in connection with some of his recommendations to the Florida Legislature.
 12. Assistance to a sub-committee of the Committee on Governmental Reorganization of the Florida Legislature including assistance in scheduling its hearings and analyzing the results.
 13. Analysis of needed changes in the social welfare provisions of Florida's present Constitution. (Prepared for a Committee of the State Conference of Social Work)
 14. Publication of *Florida's Revenues and Expenditures*—a book of charts on the state's financial system.
 15. Assistance to the Taxation Committees of the House and Senate in the preparation of the sales tax measure.
 16. Assistance to Governor Warren in the preparation of *Analysis of the General Revenue Fund 1949-1950*.
 17. Assistance to individual members of the Legislature on various problems before and during the regular and special sessions.
- Other Activities.*

1. *Job Conference.* During the past year, the first School of Public Administration Job Conference was initiated. Representatives from the State Government, from the Federal Government, and from city and county governments of Florida were brought to the campus for a "job conference" with the students. The objective of this Conference was to help students to get ready for their transition from college to government by stressing (1) How to prepare for career positions in government, (2) When to start this preparation, and (3) The kinds of opportunities or employments available in local, state, and federal government.

2. *Boys State.* Considerable assistance was provided to Boys State in the form of information and instruction.
3. *Girls State.* A member of the School of Public Administration served during the past year as Educational Director of Girls State.
4. *International City Managers' Association.* A member of the staff of the School of Public Administration was selected to serve as correspondent of Florida for the *Municipal Yearbook* and *Public Management*.
5. *Tax Assessors' Seminar.* Last year the first Tax Assessors' Seminar in Florida was held on the campus of Florida State University. More than one hundred tax assessors and financial officials attended the Seminar including a number of visitors from other states. The Tax Assessors' Association of Florida has voted to hold its second Seminar on our campus. This Seminar is scheduled for September.

THE SCHOOL OF JOURNALISM

The study of Journalism was introduced into the curriculum of this Institution in 1928. Since that time substantial interest has been developed and the enrollment has been strong. Operating for many years within the College of Arts and Sciences, a separate Department was organized in 1944. Responding to additional growth and additional demands, the work was expanded into the School of Journalism in 1949. The transition from a non-professional to a professional school has been largely accomplished during the biennium just closed.

Unusual opportunities for journalism students are provided in Tallahassee. Close contact with the various offices and agencies of state government provides opportunity for governmental and political reporting. Also practical experience in newspaper work is available through the local and state press.

Under the direction of Dr. Richard B. Eide, the faculty has been augmented, the curriculum has been reorganized, especially with respect to sequences of courses in the various branches of professional journalism. Close working relations have been established with two Florida press associations, the Associated Dailies and the Florida Press Association. Close relationship has also been developed with the Florida High School Press Association.

During the biennium a separate building has been developed for the School of Journalism. The building, originally used as a central heating plant and later as a maintenance unit, was renovated and remodeled for exclusive use of this School. Although not adequate as to size or arrangement, it will serve the needs reasonably well for a few years. Valuable equipment has been added including wire services from Associated Press and United Press, photographic equipment suitable for newspaper work, and type of various size and style.

The major functions of the School of Journalism may be considered as: (1) general education, since all students are consumers of media of mass communica-

tion; (2) professional education both in journalism courses and background courses; and (3) service to journalistic agencies on and off campus by sponsoring research and cooperating in supporting the best standards of journalism.

General Education. It is essential that all University students understand and appreciate the press, for much that they know about contemporary affairs comes from newspapers, magazines, radio and other media. The School of Journalism, therefore, offers a number of courses of cultural nature which should benefit any one who enrolls in them. Such courses are:

Jm. 105. Mass Communications in Modern Society.

Jm. 115-116. Magazine Reading.

Jm. 215. Interpreting the News.

Jm. 311-12. Public Opinion.

Jm. 415-16. Contemporary Reading.

Jm. 440. History and Principles of Journalism.

In addition, many of the writing courses are helpful to students who wish to develop their writing ability but are not interested in journalism as a career.

Professional Training involves the selection, guidance, instruction, and placement of students who are interested in a professional career in journalism. The product of the School is measured in qualitative rather than quantitative terms. It is vital not that large numbers of students be graduated to work for the press but that those who are graduated do superior work as members of their profession.

With reasonable support this School can make a substantial contribution to the progress and welfare of our state.

THE SCHOOL OF NURSING

For some time it has been apparent that facilities for nursing education are far from adequate. In order that there might be full information on this important subject, the Russell Sage Foundation provided for a study of conditions in Florida. Dr. Margaret Bridgman examined carefully all data available regarding the supply of nurses. She also studied the facilities now available for nursing education as well as facilities under construction. Florida State University was studied with regard to its potential as the location of a high grade collegiate school of nursing.

Ensuing from the study was the forthright recommendation that immediate steps be taken for establishing such a school. Basic courses are already available in the University, so that there remains only the provision of the professional courses and clinical opportunities.

With the assistance of many agencies and after a thorough search Miss Vivian Duxbury was selected to head the new School. Plans were immediately perfected for the induction of freshman students in September 1950.

Preliminary explorations have been made with a number of hospitals for clinical facilities. Plans are well under way for expanding the curriculum so that there will be opportunity for students now enrolling to continue through to graduation.

The distinguishing feature of a collegiate school of nursing is that it provides for the student to become a registered nurse and also to graduate with a bachelor's degree. Students thus prepared are qualified to fill positions of high responsibility in their chosen field.

GENERAL EDUCATION

In recent years more and more attention has been given to the general education of students that is calculated to make of them more competent citizens. It is assumed that, whatever may be one's vocation or profession, one must be well informed about the world of which he is a part, and must be firmly grounded in the basic principles of our nation. It is in the field of General Education as contrasted with specialized education that these ends are more likely to be achieved.

For several years the faculty of this Institution has given careful and earnest study to this important and difficult problem. Specific provision in the curriculum was made some fifteen years ago. Special courses were developed and, after thorough trial, were revised and improved.

Steady and encouraging progress has been made in the general education program during the present biennium. Interest in the program has continued and, we believe, increased. Many of the projects launched during the past biennium have now come to fruition. Many new projects have been undertaken.

After much study on the part of committees and the Executive Council, a new plan for administering the general education program has been instituted. This plan has resulted in the creation of a Division of General Education within the College of Arts and Sciences through which the interdepartmental, integrated courses are operated. The Division is administered by an associate Dean in Charge of General Education and nine chairmen of the integrated (Plan I) courses.

Under the plans for the reorganization of the program the Council on General Education has been reconstituted. It now consists of all the academic deans, the Dean of Student Welfare, the Director of the Test Service Bureau, three members appointed by the President of the University from among the membership of the Faculty Senate, and the Associate Dean in Charge of General Education. The associate dean acts as chairman.

Among the outcomes of the General Education Workshop in the summer of 1948 was the production of syllabi in each of the Plan I courses (Humanities, Social Sciences, Physical Sciences, Biological Sciences and Personal Development). Each of these syllabi has been revised at least once since the original materials were prepared. We are now able to place an up-to-date syllabus in the hands of every student taking Plan I courses. Work continues on the improvement of curriculum.

The general education movement is expanding very rapidly throughout the nation. Through visitation, study, and conferences our staff has kept sensitive to new developments. The associate dean has studied general education programs in a number of colleges and universities. He has also participated in several national conferences. The chairmen also have attended and contributed to numerous meetings in their respective areas.

We have continued to use outside consultants to good advantage. For a period of two years prior to his appointment as United States Commissioner of Education, Dr. Earl J. McGrath served as our general consultant. In the spring of 1950 Commissioner McGrath visited our campus again and summarized his reactions to the development of our program. These reactions were, in general, complimentary. Twice during the biennium Dr. Paul L. Dressel, chairman of the Board of Examiners at Michigan State College, has consulted with us on evaluation problems. Dean Horace T. Morse of the University of Minnesota visited our campus to discuss "Some Persistent Problems in General Education" and to consult with the chairmen in planning for a conference to be held on our campus in the fall of 1950.

For three years now we have distributed to incoming freshmen before they arrive on campus a twenty-page booklet entitled *General Education at Florida State University*. The booklet is serving a useful purpose in orienting students to the philosophy and requirements of the program. The booklet has also been distributed to and received favorable comment from leading educators throughout the nation who are interested in the general education movement.

Numerous publications dealing with our general education program have come off the press during the past two years. Articles by general education chairmen and the associate dean have appeared in *The Mathematics Teacher*, *The Journal of General Education*, *The Quarterly Journal of Speech*, and *The Junior College Journal*. Two books have also been prepared. *Basic Mathematics for General Education* by Trimble, Bolser and Wade, was published in the spring of 1950 by Prentice-Hall. *General Education: A University Program in Action*, written by more than a dozen members of the faculty and edited by W. Hugh Stickler, James Paul Stoakes, and Louis Shores, will be released by the William C. Brown Company late this summer.

During the biennium the University has identified itself with three general education projects of nation-wide scope and importance. The Associate Dean in Charge of General Education has been named to membership on the Committee on General Education of the National Education Association. A number of significant projects are being planned by this Committee. Our University has been selected as one of nine institutions to participate in a series of Continuing Conferences on the Social Sciences in General Education. This project has been made possible by a grant of \$9,000 by the Carnegie Corporation of New York. Finally, Florida State University has been selected as one of nineteen colleges and universities to participate in the American Council on Education Cooperative Study of Evaluation in General Education. This project will probably continue until 1954. The original grant by a Foundation for this project was \$50,000.

HOME DEMONSTRATION EXTENSION*

Florida State University cooperates with the Agricultural Extension Service of the University of Florida in maintaining Home Demonstration Work. For thirty-six years the Florida State University has recognized Home Demonstration Work as its Extension Department and administrative officers and faculty members have given their cooperation and support to this state-wide educational program. The Florida State University provides space for the State headquarters offices and a budget which finances certain specified personnel and operating expenses.

The State Home Demonstration Agent is responsible for coordinating the entire program and for administering the jointly sponsored program under the guidance of the Director of Extension and the President of the Florida State University. Included in the duties assigned are administration of budgets for Home Demonstration Work, approval of personnel recommendations submitted for appointment, supervision of an organized educational program for women and for 4-H Club girls conducted within the Extension Service, direction of a program of pre-service training in Agricultural Extension Service methods for both undergraduates and graduates in Home Economics who contemplate entering Home Demonstration Work, and maintenance of satisfactory relationships within the Extension Service and with other agencies.

Organization of the Work. A total of 80 Home Demonstration workers are employed in State and County offices. Forty-six County Home Demonstration Agents, 12 Assistant County Home Demonstration Agents, 11 Negro Home Demonstration Agents, 7 Specialists, and 4 District Home Demonstration Agents work under the direction of the State Home Demonstration Agent. Two new specialists have been added, Mrs. Gladys Kendall as Home Industries and Marketing Specialist and Miss Ruth Lemmon as Assistant State 4-H Club Agent. The positions of Nutrition Specialist and Health Improvement Specialist are vacant at the close of this biennium but are expected to be filled shortly. Home Demonstration Work has been established in two new counties and re-established in one county. An appropriation has been made for employment of a Negro Home Demonstration Agent in Dade County as of October 1, 1950.

Home Demonstration workers are responsible for state-wide educational programs for adults and for girls between the ages of ten and twenty years. Both programs are based on family and community needs and are closely integrated. At the close of the biennium 12,564 women were enrolled in 416 white and negro organized Home Demonstration Clubs which meet at least once each month and follow a definite program of action and study which the women planned, with the advice and the aid of the Home Demonstration Agents. Because the stated objective of Home Demonstration Work according to the basic law supporting the program is to "diffuse practical information among people and encourage application of same," training in specific skills related to improved homemaking

*This report was prepared by Miss Mary E. Keown who, for 14 years served as State Home Demonstration Agent for Florida. The submission of her report was one of the last official acts by Miss Keown before her untimely death on August 11, 1950.

is included in all programs. Development of leadership ability and vision comes to the women and girls voluntarily enrolled as demonstrators through assuming responsibilities for needed home and community improvement programs.

The work with girls is known as 4-H Work and is directed also by Home Demonstration personnel. A total of 14,865 Florida white and negro girls are enrolled in organized 4-H Clubs at the close of 1949, an enrollment increase of 1,605 over the previous year. The 37 years of experience since establishment of the Program have provided opportunity to evaluate some of the results of the 4-H program. Former club girls now grown and with children of their own enrolled as 4-H members have stated they have recognized such values in their own lives and wish the same opportunities for their daughters. The greater proportion of 4-H girls enrolled become homemakers and so make speedy application as adults of the practical knowledge they have been taught in 4-H programs.

4-H girls following professions other than homemaking are filling responsible positions in the state in such occupations as dietitians, stylists, nurses, home demonstration agents, teachers in public schools and colleges, office management, school lunch supervisors, and directors of recreation and physical education.

Home Demonstration Work serves all families desiring the help available to them through this program of education. Considerable time is spent with individuals who may not have access to organized club groups, as shown by the record of 20,877 non-members who were given regular individual help by Home Demonstration Agents during this biennium.

The scope of service rendered to non-farm families has been expanded considerably. Additional Assistant Home Demonstration Agents are needed to meet this growing demand for assistance. At the close of 1949 reports show direct help had been given by County Home Demonstration Agents to 21,726 non-farm families in addition to assistance to 16,266 farm families.

Development of a system of trained volunteer leaders capable of extending useful information to their neighbors and applying it to the benefit of the community continued to be an important objective of Home Demonstration Work. Specialists and District Agents train the County Home Demonstration Agents in subject matter needed and in techniques of organization for leadership training. Such leadership training is then given to the women and girls volunteering for community service in various phases of the work in which they have achieved excellence and have acquired an appreciation of high standards. 6,133 volunteer local leaders or chairmen of special activities assisted with county and state programs as compared to the 4,519 giving such volunteer service in 1948.

The organization of 1,150 Home Demonstration Clubs and 62 County and 2 State Councils for both women and girls has provided means for cooperative action to bring about improvements needed and has furthered wholesome community spirit. The membership of the clubs determines the type and kind of program needed and work together to develop practical programs.

Personnel. Securing suitable personnel to fill county and state positions continues to be a serious difficulty. Enrollment of students in Home Economics courses

in colleges of this state and elsewhere has not increased in proportion to the growing number of positions available in various fields requiring home economics training. Salaries for Home Demonstration Agents have not been increased in the same ratio as that for Home Economics teachers in the public schools and in other fields. This has been a great handicap to Home Demonstration Work.

Many adjustments in personnel and in organization of work have been necessary. Miss Ruby McDavid retired as District Home Demonstration Agent in May 1949 and was succeeded by Miss Anna Mae Sikes, Nutrition Specialist, effective October 1, 1949. Miss Lucille Russ resigned September 30, 1949, as Health Improvement Specialist.

Many changes have been made in counties. Two Home Demonstration Agents resigned to re-enter college for advanced study, four left the state to be with their families elsewhere; six married; four entered other fields of work; three transferred to other counties and two to state positions; seven new people were appointed as replacements. Two negro Agents resigned, one to retire, the other for marriage. Two county positions are vacant at this time.

With the scarcity of qualified workers in Florida it has been necessary to secure some personnel from other states which has the advantage of bringing varied resources into the program. But in spite of her ability, the new worker must be given additional time to know the resources and needs of Florida communities and thereby slows down the program to some extent. High standards for training and experience have been maintained generally at the expense of leaving positions unfilled. The present staff is applying itself sincerely and is proving its ability to give creditable service to the people.

The importance of the pre-service training provided for in the budget of Home Demonstration Work at the Florida State University is increasingly evident. It is expected that plans for granting academic credit for work done according to an approved plan in the counties under faculty direction will be made effective in the new biennium.

Two positions are maintained on a nine months' basis to give this pre-service training. During this biennium three young women have taken advantage of this opportunity. Seven former 4-H Club girls, undergraduates from the School of Home Economics at Florida State University, were allowed to train with established Home Demonstration Agents for two months during the summer of 1948. This enabled these prospective workers to become better acquainted with requirements of the program, likewise enabled supervisors to better judge their aptitude for Home Demonstration Work.

Training of Home Demonstration Agents in-service has received considerable attention. Two four-day training courses on 4-H work were given to all Home Demonstration Agents attending the State Short Courses of 1948 and 1949. All county and state workers attended the two annual conferences of Extension workers held at the University of Florida under the Director of Extension and the State Home Demonstration Agent to determine policies and programs to be followed during the biennium.

The Nutrition Specialist attended the annual meeting of the American Dietetics Association in 1948. The Food Conservation Specialist attended the National Home Economics Meeting in 1949, and together with the State Home Demonstration Agent and the Nutrition Specialist attended the Regional Nutrition Conference held in connection with Southern Agricultural Workers' Association in 1950. The State 4-H Club Agent has had the privilege of serving on the Record Judging Committee of the National Club Congress, and of attending National 4-H Club Camps in 1949 and 1950, and a meeting of 4-H Club Agents and Directors in Arkansas in 1949. The Home Improvement Specialist attended National Club Congress in 1949. The Outlook Conference was attended by the East Florida District Agent in 1948 and the Southwest Florida District Agent in 1949. The Health Specialist had the privilege of special training work in the Federal office in 1948 and attended Southern Branch of American Public Health Association in 1949.

State Short Course for 4-H Girls. The 1949 and 1950 Annual State Short Courses were held on the campus of the Florida State University with a total attendance of 1,227 4-H girls, local leaders, faculty and all the County Home Demonstration Agents. All facilities of the campus were made available to the Short Course held in the interim between Spring and Summer quarters. The opportunity to live on the campus and to enjoy its facilities and beauties has made "Go to College" hopes seem possible to hundreds of girls. Many girls gain their inspiration for a college education as a result of their days on the campus. The certificates of attendance and worthy activities awarded each 4-H girl by the President of Florida State University is an honor treasured in homes in all parts of the state.

The eventful visit to the capital of the state brings a greater pride in Florida to all the 4-H girls and their leaders and a better understanding of their duties as useful, informed citizens. The Short Course program includes special educational tours of historic Tallahassee and nearby places closely associated with the life and history of Florida people.

The environment of the beautiful campus of the Florida State University and the social programs included contribute definitely to the development of cultured, gracious young women which is the real goal of 4-H Club work.

College 4-H Club. The present College 4-H Club now on the campus of Florida State University has grown each year since its organization 22 years ago when the State Home Demonstration Agent met with the former 4-H girls then in college to discuss the desirability of forming a campus organization. Members of this organization meet regularly with an advisor named from the State Office and work toward securing the greatest possible benefits from their college experiences. Members of the College 4-H Club are encouraged to participate in varied campus activities and so develop their leadership qualities, and gain the most from college life for themselves. The Club has a club room in the Student Alumni Building. Many former 4-H girls have graduated from the Florida State University this biennium. The Club has a membership of more than fifty girls each year.

College 4-H girls assist with the Annual State Short Course, thereby serving as an inspiration and example of achievement to the younger girls and at the same time receiving practical and valuable training for themselves in organization procedures.

Scholarship Loan Fund of the State Council of Home Demonstration Work. The women of the State Council of Home Demonstration Work provide a Scholarship Loan Fund available to former 4-H girls now enrolled at Florida State University and have loaned a total of \$3,195.00 to 20 girls in the 21 years since this scholarship fund was established. The women also provide funds to further activities of the College 4-H Club as recommended by the State Home Demonstration Agent.

State-wide Understanding of University Program. This interest stimulated among the thousands of Home Demonstration women of the state in activities on the campus of the Florida State University has a direct value to the University in that it creates in countless homes and communities a better understanding of the opportunities available here. From the suggestions of these women also come many useful ideas which are brought to the University authorities by Home Demonstration personnel to strengthen or improve its services to Florida people and to develop good will and understanding.

Specific Achievement. A complete statistical report on results of the program is on file in the State Office. The report of the Director of Extension filed with the State Board of Control gives a summary on the results of work accomplished in the various phases of the program of Home Demonstration Work, namely, Food for the Family, Housing and Home Improvement, Clothing and Household Textiles, Health and Consumer Education, Home Improvement, Community Activities and Home Industries.

Reports received by County Home Demonstration Agents for women and girls enrolled state they sold Home Industries products to the value of \$3,799,-002.00 during the biennium. This report alone would indicate assistance given through Home Demonstration Work has proved its economic value to Florida families in addition to the values which cannot be tabulated but which are of greatest importance in all efforts for improved home and family life in Florida.

THE LIBRARY

Through the years the Library has been recognized as the heart of the program of instruction and research. The quality of instruction is greatly enhanced by the extent and quality of library materials and the effectiveness of the library administration. Prior to 1947 major attention was given to the development of an undergraduate library so that this institution had one of the most useful and effective libraries in the region.

Since 1947 the primary emphasis has been largely upon the development of materials for graduate and professional study and research. These years have been a period of unprecedented growth both in the use of the library and in resources.

The number of books borrowed during the biennium of 1948-50 increased to a total of 420,000 volumes and persons using the library exceeded 405,000.

Resources of the library have been remarkably strengthened in reference tools indispensable to graduate study and in materials for research in many fields. Reference works include national, subject, and general bibliographies, monumental foreign dictionaries, general and biographical encyclopedias, serial sets in special fields, documentary source material, especially in history, English literature, and political science, and publications of learned groups. Illustrative of these purchases may be mentioned the *Hansard Parliamentary Debates*, *Transactions of the Faraday Society*, and *Proceedings of the Royal Society of London*.

Notable progress has been made in building the library's holdings in current pamphlets on every conceivable subject, British documents, United Nations documents, Florida documents, publications of other states and municipalities, and publications of organizations and institutions, learned societies, universities and governments.

The Florida State University Library is the only depository library in this area for federal documents and for U. S. Army maps. In recent years the documents collection has grown unbelievably both in quantity and quality and now contains more than 78,000 federal and state documents. These are listed and arranged for maximum use directed by a person trained in documents.

The map collection is the largest in the state, totaling more than 31,000 maps. A notable number of rare maps and atlases as well as modern maps make the collection valuable for advanced study in the fields of geography, geology, history, economics, agriculture and industry.

Long files of scientific and literary periodicals have been completed or purchased as a whole during the 2 years just past. No other purchases have enriched library resources for research and advanced study more than these. Such additions as complete files of Liebig's *Annalen der Chemie*, *American Journal of Science*, *La Cellule*, *Journal of English and Germanic Philology*, *London Mathematical Gazette*, *Revista Filologia Espanola*, *Romania* and the *English Historical Review* indicate the quality of these acquisitions.

Resources augmenting the book collection include microfilms and microcards with machines for their use, pictures, photostats and newspapers. Microfilms of the *New York Times* complete are available as well as the early Florida papers in the Library of Congress and the Draper Manuscripts. Rare books in microcard form are being added as they become available. Pictures numbering some 40,000 form one of the most used collections of the library.

Special collections or libraries, acquired by gift and by purchase, add strength to our library resources and draw advanced students to our campus. Illustrative of these resources are the McGregor Collection of Early Americana, the Conrad Library of Meteorology, the Van Everdingen Collection of pamphlets of meteorology, and the Florida Collection.

STUDENT WELFARE

In order that students at the University may receive maximum benefits, services of various kinds have been coordinated in a single administrative Division of Student Welfare. In this Division are included Housing Services, Food Services, Health Services, Personal and Social Guidance, Academic Guidance in cooperation with the deans of the several schools and colleges, Records and Reports, and Vocational Guidance and Placement. Each of these departments is in charge of a responsible head. The activities of all departments are coordinated through the office of the Dean of Student Welfare.

DEAN OF WOMEN

The primary responsibility of the Dean of Women is that of counselor to women students. This responsibility is met through direct counseling with individuals and groups and through administrative functions which contribute to the well-being and safety of students. Administrative responsibilities consist of: (1) the supervision of women's residence halls, including the preparation and administration of the budget, room assignments, the employment and supervision of staff, the planning of new dormitories and the redecorating of old structures, the selection of new equipment and the supervising of the physical upkeep of the residence halls; (2) the formulation of regulations and standards under which women students live and the administration of discipline; (3) the enforcement of attendance regulations; and (4) serving on various Senate and administrative committees which work closely with student groups. As a counselor of women the Dean is responsible for the personal-social counseling of all women students; for the orienting of freshman women to University requirements; for planning and directing in conjunction with the Dean of Men a University-wide recreational program for men and women; for planning and executing an educational-social program for women; and, finally, for supervising the organizational life of women students including sororities and the women's government associations. In order to carry forward these responsibilities, the Dean of Women is assisted by an able staff.

Personal-Social Counseling. At the head of each of our women's residence halls is a professional counselor with a master's degree in personnel or in psychology whose first responsibility is the counseling of women students on personal problems. One of the most encouraging aspects of our work during the past two years is the general recognition accorded these counselors in residence. The administration realizes that they are indeed teachers of intangibles and as such should be accorded equal recognition in rank and salary with those members of the faculty teaching in the classroom. Because of our improved salary scale we have been able to attract and to hold able women who can and do exert a profound influence for good on the young women attending Florida State University.

Through the effort and cooperation of all members of the Division of Student Welfare the area of personal counseling has been more successfully coordinated with other areas of guidance with resulting better service to students. The residence counselors have participated in and contributed to the seminar held

prior to the opening of school for the educational counselors. Through close communication between the two staffs of counselors, each dealing with different problems, a coordinated program of guidance has been planned for each student to meet her individual needs. A free exchange of pertinent information between the staff of the University Hospital and the staff of the Dean of Women has resulted in the detection of many health difficulties and the establishment of a health program beneficial to the individual student. A member of the Department of Psychology, trained as a clinical psychologist, has been appointed as a special consultant to residence counselors dealing with serious problems of personality maladjustment. The residence counselors are the most consistent and regular contributors to the permanent record of each student filed in the Office of Personnel Records. They supply periodically objective evaluations of the academic and personal adjustment of each of the students for whom they are responsible. Through these records other counseling agencies are made aware of the student's total adjustment while dealing with a specialized problem.

Due to the fact that the residence counselors have been placed on a twelve months basis their time during a portion of the summer is available for committee and research work. Through special studies of all phases of the work of the Dean of Women we hope to improve the quality of our work and our service to students in the area of personal counseling. A program of guidance for day students and off-campus students is being planned and will be started in September under the direction of the Assistant Dean of Women.

Social Program. The social program as planned and carried forward by the staff of the Dean of Women has a two-fold function: (1) to provide wholesome entertainment and recreation for as many students as possible and (2) to provide opportunities for students to acquire social poise and ease through the planning, executing, and participating in a variety of types of social affairs. The recreational program is planned in conjunction with the Dean of Men and is directed by an over-all campus recreational director responsible to the Dean of Men and the Dean of Women. This phase of the program, which includes dances, supper parties, picnics, games and other forms of more active recreation, has been greatly expanded during the past two years. Students are encouraged to take part in these activities for their enjoyment and to assist them in overcoming personality deficiencies.

The educational-social program is planned by the Social Director of each hall and the Head Counselor in Charge of Social Affairs with the assistance of students. It is our purpose to see that each student receives explicit and frequent training in social usage and practice in the amenities. In this way the student is assisted in developing into a socially competent individual possessing poise and self-confidence.

Believing that recreation should stimulate the mind as well as the body, we have continued the practice of surrounding the student with good music, good books, current literature, and fine paintings.

Organizational Life of Women Students. Since we have become a co-educational institution the Women's Government Association has undergone

many changes, but the women students are carrying forward with the same degree of excellent performance their responsibilities. At the present time the affairs of women are directed by a Vice President of the University Government Association who acts as Chairman of the Women's Senate. This officer works directly with the Dean of Women. The House Presidents of the various residence halls have formed a President's Council, which coordinates the activities of all halls. House officers work under the supervision of the residence counselors and receive training in leadership and citizenship.

During the past two years privileges extended to women students have been broadened and liberalized. Our regulations for social conduct are formulated on the principle that our students have taken the first step into adulthood in coming to college and, therefore, should be allowed some freedom of choice in which they can exercise judgment and on the principle of trust. A careful study made this year of regulations prevailing in other large coeducational institutions indicated that Florida State University is progressive in its concept of student behavior.

The Office of the Dean of Women and the Women's Government Association sponsor a unique orientation program for freshman women. Each year approximately seventy-five women are selected from the Sophomore Class to live in Freshman halls and serve as student counselors during their junior year. These students are carefully selected for qualities of leadership and citizenship. They participate in a training program under the direction of the Assistant Dean of Women prior to assuming responsibility for a group of from fifteen to twenty freshmen. Their function is to acquaint the freshmen with the customs and traditions of the campus and to help them understand the principles of student government.

Senior Hall, an experiment in self-government inaugurated some years ago, is still a popular tradition with the women students. All students who acquire the status of senior may apply for admission to Senior Hall. This group is governed by a rotating council on which all members serve during the academic year. They make their own rules and enforce these rules through careful adherence to the principles of the Honor Code.

Two additional sororities, Alpha Omicron Pi and Gamma Phi Beta, have been added to our Panhellenic group during the past two years, bringing the total of national sororities on the campus to fifteen. A sixteenth group, Delta Gamma, is in the process of seeking admittance. Through the addition of these groups it is hoped that sorority membership will be open to all women interested in such affiliation. An innovation in sorority facilities has been the addition of food service in four of our houses.

Housing. University housing for women students has been increased during the present biennium by the addition of three sorority houses—the Zeta Tau Alpha, Gamma Phi Beta, Alpha Omicron Pi houses—accommodating approximately one hundred women. The Phi Mu Sorority is in the process of constructing a building which will be completed by the fall of 1951. In addition to these facilities, plans are in process for building a University dormitory which will

house approximately two hundred and forty students. This will enable the University to house all of its women students in modern permanent dormitories.

Due to the increase in room fees approved by the Board of Control during the present biennium, the physical facilities of the women's residence halls have been greatly improved and brought up to standard throughout. During the summers of 1948 and 1949 the interiors of the following halls were painted: Landis, Jennie Murphree, Broward, Magnolia, the Village, and the Jefferson Street houses. The parlors of Landis, Reynolds, and Jennie Murphree were completely redecorated, refurnished, and some new equipment added. Bryan Hall, the oldest dormitory for women on the campus, was rebuilt, maintaining the same outward structural design. New furniture throughout for student rooms was purchased, consisting of a chest of drawers for each student, a double desk, desk chairs, an easy chair for every room, and fluorescent desk lamps.

For the past several years, due to crowded conditions, it has been necessary to house women students in uncomfortable, temporary quarters. This fall all students will be adequately accommodated in rooms which are up to standard in both decoration and equipment. The University can take justifiable pride in the dormitory accommodations which are available to its women students. Now that all housing units have been placed in first-class condition, it is hoped that funds will be available in the future to keep them up to standard.

DEAN OF MEN

Objectives and Responsibilities. The primary work of the Office of the Dean of Men is that of helping to solve the personal and social problems university life. The office operates under the philosophy that good living, wholesome relationships, and exemplary conduct are brought about best through adequate guidance and counseling. Prevention is better than correction. The office must necessarily include in its operation an adequate social program so that the student may come to conduct himself in gentlemanly fashion with ease and poise. It must provide for supervision of the residence halls in order that they may present pleasant, livable conditions conducive to study and recreation.

The Dean of Men is directly concerned with the participation of the men students in the organizational setup of the University, with the clubs and various groups brought into existence, and with the functioning of those already operating. This office supervises the planning of social events. Counseling of personal and social nature is carried on by the Dean and his staff.

The Assistant Dean of Men works closely with the Dean of Men on all problems. He is primarily charged with the responsibility of handling withdrawals, excessive absences, and attendance regulations. He consults with the Director of Residence and the counselors to the men students in the selection of student monitors and in training and working with them.

There are at present in the organization four counselors, all adequately trained in counseling procedures, and all holding the master's degree. Each counselor lives near the residence area of the group for which he is responsible, counseling those men concerning any problems they may have. His field is primarily that of social and personal counseling.

For the past two years counselors have been assisted by student monitors for each unit of approximately forty students. During the second year of the past biennium, the monitors' organization has been set up so that each student so designated receives a small monthly stipend. These young men working in positions of assistant counselors strive to promote wholesome study conditions and general good living in the residence halls. The position is one of dignity and respect, and constant effort is made to keep it so.

In this biennium the dormitories have been organized as units, each unit with its own officers and its own program. Dormitory officers consist of the following: Governor, Reporter-Secretary, Treasurer, Social Chairman, Intra-Murals Sports Director. An over-all organization is set up known as the Board of Chancellors. This Board is composed of all the governors of the dormitories.

Social Guidance. The Social Guidance Program of the University is carried on jointly by the Dean of Men and the Dean of Women, the Social Director working under both offices. The program has been planned together by the men's dormitories, women's dormitories, and various other organizations under the guidance of the Dean of Men and the Dean of Women.

In former years the social program has been centered largely in class organizations. In this past biennium, for the first time, the social program has been organized by dormitory areas, with a great deal more success.

The social program has been wide and varied this year, including many events from Freshman Orientation Week to the last of school. In addition to the men's social events sponsored by dormitory areas, there have been several all University affairs such as the Homecoming Dance. The men have had a social or tea dance once a month at which they act as hosts to the women students. The fraternities also have an extensive social program that is financed by the various fraternity groups, but as a part of the social program administered by the Office of the Dean of Men and the Social Director.

The Office of the Dean of Men works closely with the Men's Government Association, a branch of the University Government Association. Several changes were made in that organization in the past biennium in an attempt to unify the government more as the government of one student body, with less emphasis on the two phases of men's government and women's government. Much time was spent on the establishment of the Honor Code, and the students, men and women, have joined wholeheartedly in an effort to set it up as the working basis of the entire government structure.

Fraternities have made progress during the biennium. Two groups had some social difficulties and some five groups were low academically in the fall of this past year. The final report for the spring quarter is the best in the history of the fraternities, every fraternity on campus maintaining better than a "C" average.

Of the fourteen groups on campus, all have now attained national status and have been chartered by their national groups except two: Kappa Kappa (Kappa Sigma), Chi Sigma (Sigma Chi).

It is the function of the counselor to the men students to help in any way that he can on any of the various problems that arise in the student's university life. When it is obvious that because of the special nature of the problem some other agency would be of more service, the counselor makes the referral. Some of the referral agencies that have been used in the past year are Health Clinic, Vocational Guidance Office, Educational Counselors, Academic Deans, Instructional Personnel, Coordinator of Guidance, Mental Health Clinic, Director of Residence, Speech Clinic.

Residence for Men. The Tallahassee Hospital moved from West Campus late in 1949. With their moving, Men's Residence Halls took over much of that space for housing. University housing on West Campus now includes all of the University buildings except those used for classrooms and West Campus maintenance. Although all of these buildings are of temporary construction, they are reasonably comfortable. Their upkeep is expensive and they will pass into disuse within two or three years.

The new dormitory for men on the East Campus was received with great enthusiasm last spring. Modern in every respect, this dormitory is equipped to house a hundred and fifty-four men. Building and grounds are now in good condition. Venetian blinds have been installed in all the rooms throughout the building. Lounge furniture is complete for the two small lounges, and furniture for the main lounge has been purchased.

During the year a new high was reached for married students. Two hundred twelve families were accommodated on West Campus.

The freshmen, during the past biennium, have been housed in their own area on the West Campus. This last year the Director of Residence has been able to work out a graduate section where the graduate men may be housed to themselves in quiet and comfortable quarters.

Plans for further expansion of the men's area and for establishing of permanent residence halls have been moving forward with steady progress. Preliminary blueprints for the eleven-story dormitory for men have been submitted, studied with great care, and revisions made. The proposed structure is planned to house approximately five hundred and seventy-five men. It will provide lavatories in the rooms, ample study space, adequate recreation area and lounge facilities, with a large lounge on the first floor and smaller lounges on all residence floors. A sundeck is provided with a recreational reading room adjoining it. When this

building is finished, it will be one of the finest and most complete men's residence halls in the country. Architects are working on plans for eight small dormitories, housing forty men each. Twelve such structures have been approved, eight to be started as soon as plans are completed. Unless unforeseen difficulties arise, these buildings will be under way sometime in the coming fall.

COUNSELING AND GUIDANCE

The Office of Counseling and Guidance was established in August, 1948. Preparation had already been made for the inauguration of a program of educational counseling, a Committee on Guidance having worked the previous year to set up policies and to suggest procedures for counseling the freshmen and transfer students beginning in the fall of 1948. The chief task in the first year was to develop with a group of seventy faculty members a consistent program of duties as educational counselors. The program was developed by means of a four-day fall seminar held prior to the coming of students; other seminar meetings spaced throughout the year; individual conferences with counselors; the publication of a weekly bulletin, *Coordinative Notes*, a *Manual for Educational Counselors*, and, also, the *Suggested Programs of Study for Freshmen*.

In the first year, approximately 1900 freshmen and transfer students were counseled in the general counseling program. Folders of counseling materials were prepared on each student and transmitted to the individual counselor through joint cooperative action of the Office of Coordinator, Office of Personnel Records, and the Test Service Bureau.

In addition to setting up the program for educational counselors and supervising the work of the freshmen and transfer counselors, it was necessary to formulate policy and clarify procedures which affect the working relationship established between the Office of the Coordinator and a number of offices and agencies. These include the Office of Vocational Guidance and Placement, Office of Personnel Records, University Hospital, Test Service Bureau, Human Relations Institute, Psychological Clinic, Speech Clinic, other University clinics, offices of men's and women's residence counselors, heads of departments and special consultants, and such off-campus agencies as the Veteran's Administration and the Office of Vocational Rehabilitation. The aim in the coordinative process has been to assist the student in going easily and naturally from one type of specialized counseling to another, proper check and follow-up being instituted from time to time to determine the student's progress.

In the first year, considerably more time was required for dispatching clerical items than was needed in the following year. When the Office was new, every report, form, and record had to be originated as emergencies arose; their use was continued on a purely experimental basis until experience had confirmed or disaffirmed their value. There was, in addition, no allocation in the budget for student assistance, and the Coordinator and the secretary divided the clerical routine between them.

A further responsibility of the Coordinator in the two-year period has been to work, as much as possible, with the high school administrators of the State who are instituting career and college day programs to assist their students in wise choice of institution and of field of specialty.

In October, 1949, the Office of the Coordinator joined in an experiment with the College of Arts and Sciences for the purpose of extending counseling to sophomore students. The extension of this service necessitated the addition of fifty more educational counselors, bringing the total number now in the program to 120. New policies to govern the counseling of students who had declared majors in the various departments and to govern those undecided about a major were set up, with the purpose of tying in more closely the program of freshman and sophomore counseling.

In the year 1949-50 the number of contacts with students was large. While it is the belief of the Coordinator that an enumeration of the number of students handled does not tell the whole story of the counseling program, it does give one indication of the kind and extent of the service to students. There were 2505 individual counseling contacts with students in 1949-50. The students sought help on the following matters: (1) problems related to placement in the academic program, (2) problems related to change of major, (3) problems of choice of major, (4) problems of schedule-making, (5) problems of academic adjustment, and (6) problems of general campus adjustment.

The need in the coming biennium is for additional counselor personnel. Such an addition would permit counseling to be done in areas not now adequately covered: (1) counseling aid for students who fail in one or more subjects; (2) how-to-study helps for students on all four class levels of college; (3) interviews with students who expect to transfer to another institution such as graduate or professional school; (4) interviews with students who are undecided about a major—33% of our entering class being undecided, and approximately 175 sophomores are unsure of their field of specialty; (5) increased counseling services for students enrolled under Vocational Rehabilitation sponsorship; and (6) counseling opportunities for students who wish to study the results of their college entrance examinations. At the present time, no provision is made for such interpretation on a University-wide basis through the program of educational counseling.

There is need also for a closer articulation of the program of high school guidance and that of the University. Personal contacts with the high school administrators have brought good results, but more communication and visitation with high school personnel should be provided as our staff is able to leave campus and converse with principals and guidance officers throughout the State. As our program of guidance is interpreted to the high schools, there follows an opportunity to explain and interpret our program of general education to these administrators and teachers.

In the year to come, it is hoped there will be opportunity for working closer with members of the teaching staff who do not counsel students but who have excellent opportunity to observe and to study the problems of students enrolled in their classes.

VOCATIONAL GUIDANCE AND PLACEMENT

Much progress has been made during the past biennium toward a closer coordination of vocational guidance and placement services with the services of other departments and agencies within the division of student welfare. This progress had a twofold value; it increased the effectiveness of the personnel functions of this department, and it made possible the expansion of services to a larger number of students. Further integration of the operation of this department into the larger framework of the student welfare program remains a major administrative objective.

The program of this department is designed to (1) provide vocational guidance to all students (2) make financial aid available to needy and deserving students in the form of part-time work, educational loans and scholarships, and (3) offer placement services to graduating seniors and to graduates. The expansion of the services of this department is revealed by a brief summary of the activities in each area.

Vocational Guidance. Possibly the growth in vocational guidance services can best be shown by comparing two bienniums, that for 1946-48 and that for 1948-50. During the first biennium, that for 1946-48 and that for 1948-50. During the first biennium, approximately 1050 students received individual vocational counseling; during the second, this figure grew to 1400. During the first, only occasional vocational guidance tests were given to individuals; but during the second, a group test was given each month from October to May, inclusive. Each of these tests was individually interpreted.

Although this office has always sought to obtain vocational guidance material with which to enlarge its occupational information resources, in the past it has depended largely on free materials. During 1948-50, however, a number of standard references were purchased for use by vocational counselors and by students alike. Bulletins, pamphlets, and other occupational publications obtained have been carefully filed and catalogued to make them readily available for use in the counseling interview. Much emphasis has been given to obtaining studies and publications that report current occupational opportunities and trends.

During the 1946-48 biennium there was an average of fifteen vocational guidance forums for each year, with an average attendance of twenty-five students; during the biennium following there was an average of twenty-one forums each year, with the average attendance increased to thirty-five students. There is no question but that these forums motivated students to turn to educational and vocational counselors for further assistance in clarifying vocational aims.

Financial Aid. An increasingly large number of students sought financial assistance to supplement their limited financial resources. This increase stemmed partly from the expiration of GI benefits for veterans, and partly from changing economic conditions. During the year 1949-50, one out of every four students enrolled in the University sought work, and one out of every eight students obtained part-time work. During the biennium 1948-50, 3672 applications for part time work were received, as contrasted with 2219 applications received during

the biennium 1946-48. In the biennium just ended, 3214 appointments were made, a striking increase over the total number of 1811 appointments made in 1946-48. Even though nearly 1500 more applications were received in 1948-50 than in 1946-48, the chances of an applicant's being appointed to a position were greater in 1948-50. The ratio of appointments made to applications received was raised from 81% to 88%. The figures given here refer only to the student assistantship work program of the University. At least two hundred additional students secured part-time work opportunities in the Tallahassee area during each year of the 1948-50 biennium.

Educational loans were made to a larger number of students. In 1948-50, \$26,387.83 was lent to students, an increase of over 100% over the total amount of \$11,529.04 lent to students in 1946-48. A follow-up procedure for collection of outstanding loans has been devised to facilitate repayments.

Approximately \$20,000 was awarded to students in gift scholarships. These scholarships were financed largely by money made available by the Board of Control from the John G. and Fannie F. Ruge Memorial Scholarship Fund, and from annual bequests by Mrs. Alfred I. duPont. The procedure followed in making the awards was designed to meet material needs, to encourage high scholarship, and to recognize past achievement.

Placement. The number of graduates seeking placement during 1948-50 was nearly three times as great as the number for the 1946-48 biennium. An important placement service that was given further emphasis was the development of work opportunities for graduates with Florida firms, schools and industries, as well as with national companies and organizations.

A representative of the placement office visited the Tampa area to discuss with personnel managers of several firms the availability of Florida State University graduates as prospective employees. This visit to employing firms and companies stimulated an interest in Florida State University graduates. It is hoped that in the coming biennium, field placement services may be greatly expanded to permit visits to representative firms in all parts of Florida, inasmuch as direct solicitation promises to be far more productive than correspondence.

Placement services are intended to supplement the activities of the graduate in obtaining a position, but not to supplant individual effort and initiative. To stimulate individual interest and the development of job-getting skills, a "Job-Getting Seminar" was held jointly by this department and the Department of Commerce. A similar seminar was held in conjunction with the School of Public Administration. These group meetings stimulated an interest on the part of a large number of students to look for the most appropriate job in the most effective manner.

This department continued to be responsible for arranging interviews between prospective employers and graduates who were seeking positions. Many of these visiting employers have turned to this University year after year to select outstanding candidates for openings with their firms, companies, and school

systems. An effort to expand this type of service resulted in a number of new prospective employers coming to the campus for the first time during the past biennium. Such efforts will be continued. The cooperation of the instructional personnel in working with the placement office in serving these visiting employers contributed much to the effectiveness of the placement program. This department welcomed the close working relationship with the instructional faculty inasmuch as this relationship is in the best interest of the Florida State University graduate.

The expansion of the services of this department in vocational guidance, financial aid, and placement has been accompanied by a closer coordination of the duties and responsibilities of personnel assigned to this department. The full use of personnel resources temporarily cared for the need for increasing the staff. As all areas of services are further expanded, additional personnel and space will be required.

The operation of the office in the 1948-50 biennium shows the need for increased financial aid to students, especially freshmen, a more comprehensive follow-up of graduates, greater emphasis on field placement work, and an expansion of vocational guidance services to a larger proportion of the student body. Although the augmentation of these services may place additional demands on the personnel and budget resources of this department, such an expansion can be effected with a minimum increase in personnel and expense if continued effort is made to use the present staff and budgetary resources to an optimum degree.

STUDENT HEALTH SERVICES

The transition of Florida State University from a women's college of approximately 2,400 students in 1945 to a co-educational university with an enrollment in excess of 6,000 during the present biennium has imposed many strenuous problems on the organizational and administrative framework of the institution. Possibly no division of the University has felt the impact of this change more than the Student Health Service. Five years ago it functioned entirely for the benefit of women students, and the addition of men to the student body plus the drastic increase in total enrollment has necessitated an entire re-organization of the program of Student Health. This program is still in the process of being developed. It is probable that greater expansion has been brought about during the past two years than in any single biennium of operation. Some of the more significant advances are pointed out in this report.

Staff. The regular medical staff of the Florida State University Hospital consists of three full time physicians and one part time physician, of whom three are men and one a woman. Additional professional services are available from consultants in the city of Tallahassee in all the recognized specialties, including general surgery, gynecology, otolaryngology, orthopedics, internal medicine, orology, etc. Physicians in the various specialties may be called by any member of the regular medical staff or by a nurse on instructions from a member of the medical staff.

During the first year of the biennium the Hospital maintained sixteen nurses. The nursing staff of the Hospital now consists of seventeen nurses, providing twenty-four hour nursing care.

A qualified hospital dietitian is in residence at the University Hospital. It is possible to provide any dietary requirement for a hospitalized student, but dietary service is not furnished on any basis for persons not actually hospitalized for illness. The dietitian is available by appointment for dietary consultations with students needing special instruction regarding their nutritional requirements.

The Hospital employs a full-time laboratory technician, with a master's degree in bio-chemistry. All routine laboratory work is done at this facility and under her supervision. No additional charge for laboratory work is made to the students.

Two secretaries are employed at the University Hospital. The senior secretary handles all correspondence, bookkeeping and requisitions for purchasing. The junior secretary is charged with the posting of all records of treatment and with the general duties of a receptionist.

Three pharmacist's mates are employed in the capacity of student assistants. These students are all men, and they all reside in the Hospital. Two of them serve as ward orderlies, the third being a technician. Three women students are also employed as student assistants, their work being largely clerical.

The Hospital employs a sufficient number of cooks, maids, janitors, etc. to meet the needs of these various types of work. The number varies from time to time, but the average total number of employees of this type for the biennium was nine.

Building and Equipment. The Hospital building consists of a main unit constructed in 1940, and an older unit which was recently returned to Student Health Services after having been used as a dormitory for the past nine years. These two buildings, functioning as a unit, provide a total capacity of 84 beds for both men and women students. In addition, space is available for approximately 25 more beds which may be readily assembled in case of emergency. The total number of beds available, therefore, is 109. In addition to patients' rooms space is provided for reception rooms, physicians' offices, clinics for both men and women, dietitian's office, nurses' office, secretary's and receptionist's offices, dental office, x-ray, special treatment and diagnostic rooms, basal metabolism, etc. Surgical facilities are available on the top floor.

During the current biennium the sum of \$15,926.63 has been spent for new equipment. This has included a 200 ma. diagnostic x-ray unit with all necessary dark room and office facilities. Other large acquisitions have been a new major operating table, a new orthopedic table, and new lighting equipment for the operating room. Cystoscopy equipment, examining tables, and various types of diagnostic and therapeutic instruments have also been acquired. In addition to the above items which were purchased new the University Hospital has acquired medical, dental, and surgical equipment through the Improvement Commission from surplus war materials with an estimated utility value of \$30,000. This equipment includes such items as a portable x-ray unit, a large and very valuable assortment of surgical instruments, 16 porcelain instrument cabinets, a microscope, an analytical balance, two centrifuges and various other types of laboratory equipment, a large sterilizer, and two complete dental units.

Services Available at the University Hospital

Clinics and Hospitalization:

	<i>Nurses' Clinic Hours</i>
Week Days	7:30 a.m. to 11:00 a.m. 1:00 p.m. to 4:00 p.m. 9:00 p.m. to 9:45 p.m.
Sundays	9:00 a.m. to 10:00 a.m. 2:00 p.m. to 3:00 p.m. 9:00 p.m. to 9:45 p.m.
	<i>Doctors' Clinic Hours</i>
Week Days	9:00 a.m. to 11:00 a.m. 1:00 p.m. to 3:00 p.m.
Saturdays	9:00 a.m. to 11:00 a.m.
Sundays	None

Emergencies are cared for at any hours of the day or night. Hospitalization is provided students in the University Hospital in all necessary cases. All treatments and services are rendered to hospitalized patients without additional charge except as itemized below. Emergency surgery is done when indicated, the surgical facilities being available without extra charge to the patient except as itemized below.

Laboratory Service. The laboratory facilities have been greatly expanded in the past year so that at the present time we are able to perform almost every type of hospital laboratory test. This is useful in both the diagnosis and the follow-up of a large variety of disorders.

Immunizations. The Student Health Service offers free immunizations on a voluntary basis for any member of the student body at any time of the year. No immunizations are required for admission to the University, but smallpox, typhoid, and tetanus are recommended.

Counseling and Referrals. The Student Health Service welcomes the referral of students who may be having difficulty with their school work or with their social adjustments where there is a question of ill-health of any kind. The entire facilities of the unit are available for these students and corrective work is instituted when necessary. Likewise the Student Health Service frequently finds it advisable to refer patients to other agencies of the University for counseling and guidance. In this respect a large number of patients have been referred to the various divisions of the Psychology Department.

Tuberculosis Control. Each year at the beginning of the fall term the entire student body is x-rayed by a mobile unit from the Florida State Board of Health. At the same time all employees of the dining hall, hospital, dairy, and soda shop are required to be x-rayed. All other faculty, staff, and employees may be x-rayed on a voluntary basis, and this is strongly urged.

Physical Education Program. The Student Health Service conducts special examinations on all students engaged in inter-collegiate sports activities, especially

football, basketball, track, and gymnastics. In addition special examinations are conducted on students who are placed in grade "C" or "C-restricted" groups, and an attempt is made to determine the exact extent of their disabilities together with recommendations for activities here at the University.

Military Program. The Student Health Service is responsible for examining students who make application for admission to the Air R.O.T.C. In the past year 38 flight physical examinations were given, and 36 were immunized against typhoid, para-typhoid, tetanus, and smallpox.

Follow-up Service. From time to time the University Hospital receives requests from various physicians in private practice to continue certain treatments which have been instituted in patients before they come to the University. In such cases the Health Service is pleased to cooperate with the family physician in administering any line of treatment which may have been recommended.

Speech Correction. The University Health Service cooperates extensively with the Speech Department in its program of corrective speech. Consultations in problem cases are done at the request of the faculty of that department. When corrective surgery is indicated it is recommended, and when other medical procedures are advisable they are undertaken there in so far as is possible.

Services Provided at Extra Cost. The following is a list of services for which students must pay in addition to the regular fee charged at the time of enrollment.

- | | |
|---------------------------------------|--|
| 1. Major surgery | 5. Special duty nurses, when they are needed |
| 2. Anesthesia | |
| 3. Pathological examinations | 6. Entrance physical examinations |
| 4. Meals served while in the Hospital | |

Services Not Available at the University Hospital

Elective Major Surgery. This is not performed at the University Hospital except in cases where it may result from injuries sustained in inter-collegiate athletics. In such cases at an appropriated time corrective elective surgery may be performed.

Eye Examinations for Glasses. The Student Health Service does not provide any facility for the examination of eyes for glasses nor for the procurement of glasses when they are needed.

Physical Examinations. The University Hospital does not do physical examinations except as previously outlined. Numerous requests are received for examinations for training under the "G. I. Bill", outside employment, transfers to other schools, insurance applications, health certificates, teachers certificates, and many others. It is the policy of the University Hospital to provide examinations only for entrance to this University, or as outlined above under the Physical Education and Military Programs.

Future Plans. In other years "cost charges" have been made for many items which have been dispensed from the University Hospital. This has been a particular source of annoyance in connection with drugs and x-rays. During the coming biennium, it is anticipated that no charge will be made for x-ray services to students, and that all drugs and other medications dispensed from this facility will be provided without charge.

It is anticipated that a part-time dentist will be employed for the purpose of doing emergency dental work. It will not be the policy of the University Hospital to provide all types of dentistry. It is planned, however, that all students engaging in inter-collegiate sports activities will have a complete dental diagram made at the outset. This will facilitate keeping track of dental injuries occurring as a result of athletic activity, and the Health Service expects to provide corrective dental work without cost to the student.

In order that the University may be assured that no health hazards exist for lack of sanitary facilities in its physical plant, the Student Health Service proposes to employ a part-time sanitary engineer. It is anticipated that his functions shall include regular frequent checks on the swimming facilities at the University camp on Lake Bradford, the University swimming pool, all the eating establishments operated in conjunction with the University, and the University dairy.

OFFICE OF PERSONNEL RECORDS

During the past biennium much progress has been made in attaining the objectives of this office. These objectives are: (1) to provide an adequate system of permanent cumulative personnel records which include pertinent information relative to all aspects of student life, and (2) to make such records readily accessible to student personnel officers, to administrative officers, and to members of the faculty. Every effort has been made to render services as needed by all phases of the rapidly growing Student Welfare Program and to bring up-to-date thousands of records necessary to take care of those students who have previously attended the institution.

Adequate space and equipment have been secured with the latest devices to render efficiency. Present facilities will take care of student enrollment of 7500 for three years, and plans for microfilming are complete when needed.

Processing. A student's record is first begun when an application is received. Additional information is added to this file by other administrative offices so that all data are together in a central office. Upon the students' arrival the records are ready for the counselors' use.

Counseling. Summary sheets are made from the processing record which includes personal information concerning the student, high school credits, high school tests, students' vocational preference, and the American Council on Education Psychological Examination scores which are taken upon arrival at the University. These sheets are sent immediately to the students' counselors (Educational, Social-Personal, and Vocational) as an aid in determining the courses

best suited to the students in accordance with their interests and aptitudes in specific fields. Desks are available for the study of records by faculty members in the office, and special services are available upon request.

Cumulative records. Records now include all data concerning each student from the date of his application to the date of graduation, including post graduate work. These records are kept in an active or withdrawal file and are ready for use by faculty and staff. Pictures are made of all new students and transfers during Freshman Week which eliminates previous interruptions of registration procedures. One copy of the print is attached to the student personal data card, and one print is retained in the cumulative folder.

The responsibility of the student identification card was placed on the Office of Personnel Records in the fall of 1949. A new card was devised which will save much time, personnel and confusion, as well as many dollars.

A military file of all members of the faculty and staff has been installed showing name, age, occupation, dependents, military status, and other pertinent information. This information is available at the discretion of the Military Liaison Officer of the University.

A program of training has been set up for all members of this office and other related offices. An orientation program for faculty and staff has been provided and has proven most successful. Special assistance has been provided to graduate students through their respective Deans.

A planned continuous study of the needs of the faculty and staff is made, so that the Office of Personnel Records may be ready for any services when called upon.

UNIVERSITY DINING HALLS

The provision of wholesome diet at reasonable prices has long been an important function of the program for student welfare. The health of students is safeguarded in this manner so that maximum effort may be given to study. The health records reflect a most gratifying standard of food service. With mounting food prices it is difficult to keep prices of meals at a desirable level. However, every effort is made to do so.

During the 1948-50 biennium the University Dining Halls completed the reorganization of the food service plan from a pre-paid fee charged all students living in University residence halls to a completely optional basis. Students now patronize the University food units on a "pay-as-you-use" basis. Cafeteria, snack bar, and coffee shop services are available. In addition, special group meals are handled for University functions.

In making this change in operation basis, severe financial difficulties were encountered, and financial losses were incurred. Currently, however, the various services are operating within their incomes.

The reorganization of the food services is making it possible to use larger numbers of student employees, both men and women, than has been done previously. This change is advantageous, particularly to many deserving students who must engage in remunerative work in order to continue their studies.

During the biennium the University Dining Halls added to the staff managers for both the East Campus Dining Hall and the West Campus Cafeteria. This arrangement has added to the efficiency and professional operation of both units. Both managers are graduates of the Cornell University School of Hotel Administration.

The Dining Halls continue to maintain the dietetic internships approved by the American Dietetic Association. All staff members share in the direction of these internships. Through this service the University trains a substantial number of dietitians who find profitable positions in hospitals, institutions, and commercial establishments.

Gifts during the past three years have grown in number and value. Books, documents, photographs, manuscripts, letters, maps, magazines and even whole libraries have been received. Representative of these gifts are the libraries of the late Mr. H. E. Bierly and Mr. John H. Phipps and a collection in philosophy from the Sydney Hamilton Diamond Library with its sustaining fund for building the philosophy section of our library. Numbers of maps, magazines and books were presented by Dr. Louis C. Karpinski; numerous volumes on Jewish history given by the Southeastern Temple Sisterhood; several hundred volumes from the library of the late Dr. Edward Conradi; some manuscript letters of members of the Confederate Cabinet; and a long file of the *Transactions* of the American Society of Civil Engineers. One of the more valuable gifts is a file of rare volumes of the *Anales de la Universidad de Chile* which came through the generosity of Dr. Sturgis Leavitt and the University of North Carolina. The generosity of the publishers of Florida newspapers so long manifested toward our library has continued in gift subscriptions to more than 100 Florida papers. These and other gifts too numerous to mention add much to library assets.

Looking to the future, we must envision a greater library than we now have, a library making use of larger and better organized resources to give better service than has been possible heretofore, and a new building adequate both in design and size for the maximum of library service. In fact, a modern building is not only the key to the solution of the University's library situation, but it would remove the most important single deficiency toward effective support of Florida State University's emerging instructional, graduate, and research programs. In the future too, money will continue to be a major problem. No library, of course, ever has enough so we may have to regretfully distinguish between enough and adequate. Potentialities of microfilms and microcards will be more fully realized and acted upon. Rarities, prohibitive for our budget in their original form, will become a part of our assets through these media. The library, in short, will take on greater and greater educational significance in the next half century.

OFFICE OF REGISTRAR

The work of the Registrar is of increasing importance both to students and to the University. Necessary academic records are more numerous than ever before. The admission and classification of students requires more care. The processing of information for placement offices and the evaluation of transcripts of credit require professional and technical staffs who can work under pressure of time.

The work of record keeping for veterans has made new and greater demands upon the office, so that, at times it has not been possible to render service as promptly as is desirable.

Considerable improvement has resulted from the use of I.B.M. equipment which now carries a heavy load of detail. This equipment serves not only the Registrar's Office but also the Business Office where payrolls, inventories and billing is processed.

Enrollment records during the biennium are presented to the Board of Control monthly in summary form. Analyses of class enrollments are used by the deans in considering class size and teacher loads.

During the biennium Dr. Charles P. Hogarth resigned as Registrar to become head of Gulf Park College. In his place was appointed Mr. Charles H. Walker, then Assistant Registrar. Mr. H. Hoyt Price was appointed to succeed Mr. Walker as Assistant Registrar.

A condensed report of enrollments for 1948-49 and 1949-50 is presented as follows:

TABLE I
ENROLLMENT BY DIVISIONS

	1948-49 Regular Term	1949-50 Regular Term
Graduate School	305	592
College of Arts and Sciences	1807	2083
School of Education	1215	1510
School of Home Economics	399	411
School of Music	196	246*
School of Library Training & Service	30	45
Division of Applied Social Sciences	1191	1157
School of Public Administration	—	72
Part-time students all divisions compiled on basis of full-time students	1250	1314
	6393	7430

*Students majoring in music. In addition to those majoring in music, 1150 are registered for courses in the School of Music.

Table II
ENROLLMENT BY CLASSES

	1948-49 Regular Term	1949-50 Regular Term
Graduate Students	305	592
Seniors	651	1026
Juniors	945	1132
Sophomores	1297	1313
Freshmen	1845	1915
Specials	100	138
Part-time students in all classes	1250	1314
	6393	7430

Table III
ENROLLMENT FOR SUMMER SCHOOLS

	First Term	Second Term	Total
Summer School 1948	2219	1758	3977
Summer School 1949	2838	2233	5071

OFFICE OF THE BUSINESS MANAGER

The biennium ending June 30, 1950, brought significant changes and greatly increased the scope of the financial responsibility and fiscal policy of the University. Coincident with the adoption of co-education, a year prior to the beginning of the biennium, there came a large increase in enrollment and the consequent necessity of expanding the physical plant, auxiliary activities, and facilities to handle continuous flow of supplies and equipment to all departments. Improvement of centralized financial control and accountability in all phases of operation assumed high importance in an agency which transacted over \$7,000,000.00 worth of business during the fiscal year ending June 30, 1950, exclusive of plant funds.

Perhaps the greatest single improvement tending to increase the operating efficiency of many departments responsible to the Business Manager occurred with the construction of a modern shop and maintenance building, completed in 1950. Its 44,000 square feet of working area provide quarters for all maintenance departments, a central supply store, the University laundry, and one industrial arts shop-classroom. This modern, well-equipped building was designed and constructed under the supervision of the University personnel.

During the biennium, the value of the physical plant was increased greatly. Steam and electric lines were enlarged and extended to meet present needs and to provide, in part, for future expansion. The University heating plant was converted to the use of oil as fuel, replacing coal. This conversion should result in a lower fuel and labor cost, with the elimination of smoke as a by-product.

Other important additions to the physical plant during the biennium are:

- (1) Completion of the North Wing of the Physical Education Building for Women — 1949.
- (2) Completion of the Music Building — 1949.
- (3) Completion of Senior Hall Dormitory for Men on the main campus—1950.
- (4) Virtual completion of the Science Hall Addition. Classes are scheduled in this building in the fall semester, 1950-51.
- (5) Completion of the renovation and rehabilitation of Bryan Hall (oldest existing dormitory for women) — 1949
- (6) Purchase of the Edmundson property, with frontage on Copeland, Tennessee and Call Streets — 1949
- (7) Beginning of construction of a modern 15,000 seating capacity steel stadium between West Pensacola Street and the Seaboard Railway
- (8) Acquisition of additional buildings at Dale Mabry Field on West Campus for use as classrooms and student residence units — 1950.

- (9) Renovating of buildings in Mabry Heights. These buildings have been kept in the best possible repair and have been painted inside and out as a protection to our investment. A substantial equipment replacement reserve has been provided for future replacements of refrigerators, stoves, etc.
- (10) Purchase of ocean front property at Alligator Harbor, Franklin County, Florida, as a site for the Marine Laboratory — 1950
- (11) Beginning of construction of the Marine Laboratory, which is scheduled for completion in the fall of 1950
- (12) Completion of the first unit of a concrete block boathouse and the beginning of a concrete pier at Camp Flastacowo on Lake Bradford — 1950

The renovation of Bryan Hall and the construction of the Marine Laboratory were projects of the University maintenance departments under the supervision of the Business Manager and the Resident Engineer.

During the biennium, auxiliary activities continued to expand as enrollment increased. For example, additional equipment was purchased for the University laundry after it was moved to new quarters. The laundry now serves approximately 6,000 students with low cost, high quality service.

In 1949, perpetual inventories of movable property were instituted as standard practice in cooperation with the IBM records department, greatly increasing the control over all property belonging to the University. Since that time, an annual physical inventory has been made to check with the control records.

The IBM records department has further cooperated with the Payroll section and, since 1949, all payrolls have been prepared on IBM machines, reducing errors to a minimum, correspondingly reducing man-hours per payroll entry.

The Accounting department has during the biennium increased its control over the financial operations of the University by a gradual transition to high-speed machine operation of accounting. The work load more than doubled during the period covered by this report, accompanied by only a moderate increase in personnel. As University operations increased and became more complex and diversified, it became apparent that greater control was necessary. To control auxiliary operating incomes and expenditures, an accounting system was instituted within the framework of governmental budgetary accounting, which kept accrued accounts, much in the manner of commercial accounting.

Although the acute shortage of usable floor space for all University operations was somewhat relieved during the biennium, a great shortage still exists and will become greater as enrollment increases. The University continues to make maximum use of the temporary buildings on both East and West Campuses.

These structures have deteriorated, despite efforts to keep them usable, and will present a serious problem unless replaced by permanent installations in the near future.

All activities under the direction of the Business Manager have been designed with the view of keeping pace with the general progress of the University by the institution of modern methods, controls, and more efficient practices.

Attached hereto are the following exhibits and schedules of financial operations for the fiscal years ending June 30, 1949 and June 30, 1950:

1949	1950
Exhibit A	Exhibit A
Exhibit B	Exhibit B
Schedules 1-25	Schedules 1-34

Respectfully submitted,

R. K. Shaw

Business Manager

Exhibit A

FLORIDA STATE UNIVERSITY

BALANCE SHEET

JUNE 30, 1949

ASSETS

CURRENT FUNDS

Cash.....	\$ 537,907.84	
Bonds.....	52,330.63	
Total Current Funds.....		\$ 590,238.47

LOAN FUNDS

Cash.....	\$ 8,990.73	
Bonds.....	20,000.00	
Notes Receivable.....	20,857.59	
Total Loan Funds.....		49,848.32

AUXILIARY FUNDS

Cash.....	\$ 274,973.17	
Accounts Receivable.....	77,450.91	
Inventories.....	80,536.47	
Prepaid Items.....	653.94	
Beef Cattle.....	6,500.00	
Total Auxiliary Funds.....		440,114.49

AGENCY FUNDS

Cash.....	\$ 128,462.91	
Bonds.....	60,000.00	
Total Agency Funds.....		188,462.91

PLANT FUNDS

Unexpended Plant Funds:		
Cash.....	\$ 1,051,134.84	
Bonds.....	185,320.00	
Total Unexpended Plant Funds....		\$ 1,236,454.84

Invested in Plant:

Land.....	\$ 192,503.15	
Buildings.....	7,666,326.67	
Improvements.....	655,246.90	
Equipment.....	2,052,121.21	
Total Invested in Plant.....		10,566,197.93

Total Plant Funds.....		11,802,652.77
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TOTAL ASSETS.....		<u>\$13,071,316.96</u>
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Exhibit A (Cont.)

FLORIDA STATE UNIVERSITY
BALANCE SHEET

JUNE 30, 1949

LIABILITIES

CURRENT FUNDS

Unappropriated Surplus.....	\$ 581,848.21	
Reserve for Encumbrances.....	8,390.26	
Total Current Funds (Exhibit B).....		\$ 590,238.47

LOAN FUNDS

Total Loan Funds.....	\$ 49,848.32	
Total Loan Funds (Exhibit B).....		49,848.32

AUXILIARY FUNDS

Unappropriated Surplus.....	\$ 342,610.75	
Reserve for Encumbrances.....	3,175.93	
Total Surplus (Exhibit B).....	\$ 345,786.68	
Accounts Payable.....	94,327.81	
Total Auxiliary Funds.....		440,114.49

AGENCY FUNDS

Student Activities Unappropriated Surplus.....	\$ 124,928.41	
Deposits.....	17,419.69	
Deposits in Student Bank.....	46,114.81	
Total Agency Funds (Exhibit B).....		188,462.91

PLANT FUNDS

Unexpended Plant Funds:		
Reserve for Construction.....	\$ 984,765.51	
Reserve for Retiremt. of Rev. Cert....	251,689.33	
Total Unexpended Plant Funds....	\$ 1,236,454.84	
Invested in Plant:		
Revenue Certificates.....	\$ 371,000.00	
Investment in Plant from State Appropriations, Auxiliaries, etc.....	10,195,197.93	
Total Invested in Plant.....	10,566,197.93	
Total Plant Funds (Exhibit B).....		\$11,802,652.77

TOTAL LIABILITIES

\$13,071,316.96

Exhibit B

FLORIDA STATE UNIVERSITY
SUMMARY OF OPERATIONS
For the Year Ended June 30, 1949

	Balance 7-1-48	Appropriations or Collections	Total	Expenditures	Reverted	Balance 6-30-49	Schedule No.
CURRENT FUNDS							
Appropriation.....	\$ 165,484.92	\$ 2,610,229.22	\$ 2,775,714.14	\$ 2,617,571.58	\$ 103,939.47	\$ 54,203.09	1
Incidental Fund.....	351,315.19	713,397.80	1,064,712.99	608,656.27		456,056.72	1
Westcott Estate Fund.....	21,498.19	875.00	22,373.19	22,156.86		216.33	1
Seminary Interest Fund.....	4,682.53	2,112.39	6,794.92	5,940.71		854.21	1
Fire Replacement Fund.....	735.77	1,178.00	1,913.77	103.22		1,810.55	1
Beaumont Fund.....	57,775.46	4,386.47	62,161.93	—0—		62,161.93	2
Gifts and Bequests.....	9,975.62	—0—	9,975.62	—0—		9,975.62	2
Scholarships.....	2,204.97	5,028.00	7,232.97	4,122.95		3,110.02	3
General Education Board.....	1,500.00	1,850.00	3,350.00	1,500.00		1,850.00	20
Total Current Funds.....	\$ 615,172.65	\$ 3,339,056.88	\$ 3,954,229.53	\$ 3,260,051.59	\$ 103,939.47	\$ 590,238.47	
LOAN FUNDS							
Loan Funds.....	\$ 49,375.93	\$ 2,171.09	\$ 51,547.02	\$ 1,698.70	\$	\$ 49,848.32	4
Total Loan Funds.....	\$ 49,375.93	\$ 2,171.09	\$ 51,547.02	\$ 1,698.70	\$ —0—	\$ 49,848.32	
AUXILIARY FUNDS							
Bookstore.....	\$ 114,646.34	\$ 338,779.34	\$ 453,425.68	\$ 311,269.98		\$ 142,155.70	2
Dairy and Farm.....	16,682.63*	101,862.81	85,180.18	89,740.79		4,560.61*	2
Demonstration School Lunch Room.....	1,459.24	12,694.67	14,153.91	15,196.77		1,042.86*	2
Duplicating Department.....	10,946.71	23,576.62	34,523.33	25,998.68		8,524.65	2
Laundry.....	77,820.78	117,728.68	195,549.46	92,682.23		102,867.23	2
Men's Residence Halls.....	17,332.45	120,603.27	137,935.72	137,887.84		47.88	2
Women's Residence Halls.....	73,839.95*	208,653.23	134,813.28	156,208.13		21,394.85*	2
Special Repair and Truck Account.....	64,170.89	—0—	64,170.89	3,358.48		60,812.41	2
Student Alumni Building.....	14,160.70	21,487.78	35,648.48	17,591.90		18,056.58	5
Carried Forward.....	\$ 210,014.53	\$ 945,386.40	\$ 1,155,400.93	\$ 849,934.80	\$ —0—	\$ 305,466.13	

Exhibit B (Cont.)

FLORIDA STATE UNIVERSITY

SUMMARY OF OPERATIONS

For the Year Ended June 30, 1949

	Balance 7-1-48	Appropriations or Collections	Total	Expenditures	Reverted	Balance 6-30-49	Schedule No.
AUXILIARY FUNDS (Cont.)							
Brought Forward.....	\$ 210,014.53	\$ 945,386.40	\$ 1,155,400.93	\$ 849,934.80	\$ —0—	\$ 305,466.13	
Intercollegiate Athletics.....	4,862.35	58,605.62	63,467.97	61,524.62		1,943.35	6
Artist Series.....	5,105.42	20,116.20	25,221.62	19,691.35		5,530.27	7
W. C. Student Union.....	375.74*	44,295.08	43,919.34	39,931.01		3,988.33	8
Soda Shop.....	6,276.81	65,416.62	71,693.43	58,610.35		13,083.08	9
W. C. Cafeteria.....	19,322.20*	80,807.53	61,485.33	71,191.07		9,705.74*	10
Camp Flastacowo.....	1,556.54	22,441.63	23,998.17	10,487.62		13,510.55	11
Garnet and Gold Snack Bar...	—0—	205.00	205.00	322.42		117.42*	12
Theatre.....	—0—	1,782.50	1,782.50	1,277.76		504.74	13
Mabry Heights.....	12,427.48	47,761.49	60,188.97	32,504.69		27,684.28	14
Rental Accounts.....	11,192.91	18,583.67	29,776.58	12,377.56		17,399.02	15
Interest on Investments.....	2,227.31	1,600.00	3,827.31	—0—		3,827.31	16
Tax Assessor's Course.....	—0—	1,677.00	1,677.00	1,163.65		513.35	17
Accounts Payable.....	—0—	1,317.01	1,317.01	—0—		1,317.01	
Dining Hall.....	41,854.55	622,719.95	664,574.50	727,670.01		63,095.51*	22
Landis Hall.....	2,792.20	27,200.67	29,992.87	27,698.06		2,294.81	23
University Hospital.....	5,848.79	97,338.31	103,187.10	81,543.98		21,643.12	24
Total Auxiliary Funds.....	\$ 284,460.95	\$ 2,057,254.68	\$ 2,341,715.63	\$ 1,995,928.95	\$ —0—	\$ 345,786.68	
AGENCY FUNDS							
Student Activities.....	\$ 91,829.75	\$ 126,523.09	\$ 218,352.84	\$ 93,424.43	\$	\$ 124,928.41	18
Deposits.....	33,896.15	32,669.11	66,565.26	49,145.57		17,419.69	19
College Bank.....	35,920.16	872,075.73	907,995.89	861,881.08		46,114.81	21
Total Agency Funds.....	\$ 161,646.06	\$ 1,031,267.93	\$ 1,192,913.99	\$ 1,004,451.08	\$ —0—	\$ 188,462.91	
PLANT FUNDS							
Plant Funds.....	\$10,707,170.03	\$ 1,095,482.74	\$11,802,652.77	\$ —0—	\$ —0—	\$11,802,652.77	25
Total Plant Funds.....	\$10,707,170.03	\$ 1,095,482.74	\$11,802,652.77	\$ —0—	\$ —0—	\$11,802,652.77	
TOTAL ALL FUNDS.....	\$11,817,825.62	\$ 7,525,233.32	\$19,343,058.94	\$ 6,262,130.32	\$ 103,939.47	\$12,976,989.15	

*Deficit

Schedule 1

FLORIDA STATE UNIVERSITY
STATE FUNDS
CURRENT RECEIPTS AND DISBURSEMENTS
For the Year Ended June 30, 1949

	Balance 7-1-48	Appropriations or Collections	Total Available	Disbursements			Appropriations Reverted	Balance 6-30-49
				Salaries	Expense	Total		
Appropriation — Salaries.....	\$129,097.83	\$1,723,381.17	\$1,852,479.00	\$1,812,904.78	\$	\$1,812,904.78	\$ 39,574.22	\$
Appropriation — Salaries for Expense.....	—0—	123,303.70	123,303.70		123,206.08	123,206.08	97.62	
Appropriation — Expense.....	17,876.60	480,371.84	498,248.44		431,474.64	431,474.64	12,570.71	54,203.09
Appropriation — Home Demonstration Extension Salaries.....	13,131.04	22,222.96	35,354.00	18,094.38		18,094.38	17,259.62	
Appropriation — Home Demonstration Extension Expense.....	5,379.45	7,285.55	12,665.00		9,538.08	9,538.08	3,126.92	
Appropriation — Contingent Fund.....	—0—	251,164.00	251,164.00	181,539.23	38,314.39	219,853.62	31,310.38	
Incidental Fund.....	351,315.19	713,397.80	1,064,712.99	445,894.06	162,762.21	608,656.27		456,056.72
Westcott Estate Fund.....	21,498.19	875.00	22,373.19	22,156.86		22,156.86		216.33
Seminary Interest Fund.....	4,682.53	2,112.39	6,794.92	5,940.71		5,940.71		854.21
Fire Replacement Fund.....	735.77	1,178.00 (1)	1,913.77		103.22	103.22		1,810.55
Appropriation — Americanism & Southern History.....	—0—	2,500.00	2,500.00	2,500.00		2,500.00		
TOTAL.....	\$543,716.60	\$3,327,792.41	\$3,871,509.01	\$2,489,030.02	\$765,398.62	\$3,254,428.64	\$103,939.47	\$513,140.90

(1) This amount was transferred from the Fire Replacement Fund of Tallahassee Branch — University of Florida.

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
ADMINISTRATION AND GENERAL EXPENSE

For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment
ADMINISTRATIVE OFFICES:					
President's Office.....	\$ 20,943.83	\$ 15,000.00	\$ 4,848.77	\$ 1,095.06	.....
Graduate School Office.....	21,304.15	20,578.08	352.02	374.05	.....
Public Relations & Alumni Office.....	53,567.86	23,449.15	27,973.02	1,958.86	\$ 186.83
Registrar's Office.....	121,955.41	73,536.12	48,064.60	354.69	.....
Dean of Student Welfare Office.....	12,963.56	11,025.00	674.99	1,263.57	.....
Dean of Men's Office.....	10,548.59	9,537.17	699.32	312.10	.....
Dean of Women's Office.....	17,648.20	16,856.07	608.28	183.85	.....
Vocational Guidance and Placement.....	22,722.68	21,428.06	1,145.32	149.30	.....
Personnel Records Office.....	12,879.78	10,788.65	1,386.53	46.95	657.65
Coordinator of Guidance.....	6,727.42	6,303.23	424.19	.....	.....
Business Office.....	95,819.47	86,403.55	9,018.27	397.65	.....
GENERAL EXPENSE:					
Post Office.....	22,984.39	12,020.25	10,953.59	.....	10.55
Faculty Committee & Study Group.....	201.30	.....	201.30	.....	.....
Miscellaneous Advertising.....	1,965.76	.....	1,965.76	.....	.....
Commencement.....	2,470.48	.....	2,470.48	.....	.....
Multigraph Work.....	950.36	.....	950.36	.....	.....
Telephones.....	9,609.98	.....	9,609.98	.....	.....
Furniture for Classrooms.....	10,606.92	.....	.....	.....	10,606.92
Furniture & Machines for Executive Offices.....	18,234.91	.....	.....	.....	18,234.91
Workmen's Compensation.....	4,008.53	.....	4,008.53	.....	.....
Police Uniforms.....	945.17	.....	945.17	.....	.....
Diamond House Rent.....	590.00	.....	590.00	.....	.....
Information Desk.....	4,425.00	4,425.00	.....	.....	.....
Purchasing & Supply.....	15,702.30	15,702.30	.....	.....	.....
Telephone & Teletype.....	6,272.89	6,272.89	.....	.....	.....
Special Lecturers.....	2,504.45	2,504.45	.....	.....	.....
TOTAL.....	\$498,553.39	\$335,829.97	\$126,890.48	\$ 6,136.08	\$ 29,696.86

Schedule 1-B

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
COLLEGE OF ARTS AND SCIENCES
For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment
Dean's Office.....	\$ 12,768.90	\$ 11,574.83	\$ 594.00	\$ 600.07	.....
All Departments.....	3,969.59	.....	458.94	3,510.65	.....
Art.....	43,200.53	39,920.93	536.23	397.20	\$ 2,346.17
Botany.....	43,175.65	40,610.62	843.04	.....	1,721.99
Bacteriology.....	1,495.10	181.10	288.85	.....	1,025.15
Chemistry.....	80,033.85	62,745.22	11,150.49	.....	6,138.14
Classics.....	18,533.69	18,367.49	76.47	.....	89.73
Economics.....	35,608.69	35,361.93	156.71	.....	90.05
English and Junior Clinic.....	136,185.40	135,190.74	433.70	276.31	284.65
Geography.....	37,068.16	35,305.92	426.40	.....	1,335.84
History.....	55,051.52	54,621.19	210.99	.....	219.34
Mathematics.....	48,988.04	45,000.47	553.16	.....	3,434.41
Modern Languages.....	75,643.14	74,711.03	448.48	.....	483.63
Philosophy and Religion.....	35,790.45	35,509.13	129.77	.....	151.55
Physics.....	51,465.82	39,551.46	1,640.46	.....	10,273.90
Research & Development Contract.....	686.51	547.40	139.11	.....	.....
Political Science.....	30,873.88	30,549.56	209.72	.....	114.60
Psychology.....	64,845.77	62,056.48	625.84	.....	2,163.45
Psychological Clinic.....	1,270.26	.....	327.32	371.95	570.99
Sociology.....	33,665.32	32,997.89	214.34	.....	453.09
Speech.....	40,748.86	37,077.07	809.52	.....	2,862.27
Zoology.....	47,165.43	45,218.25	510.29	.....	1,436.89
Physiology.....	2,403.99	524.50	719.84	.....	1,159.65
TOTAL.....	\$900,638.55	\$837,623.21	\$ 21,503.67	\$ 5,156.18	\$ 36,355.49

PRESIDENT'S REPORT

Schedule 1-C

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
GENERAL EDUCATION

For the Year Ended June 30, 1949

FLORIDA STATE UNIVERSITY

	Total	Salaries and Wages	Expense	Travel	Equipment
General Education Office	\$ 10,908.91	\$ 8,694.69	\$ 1,148.97	\$ 1,065.25	\$
Communication Through Language	485.60	99.00	256.10	.....	130.50
Health and Personal Adjustment	1,375.75	245.00	228.74	.....	902.01
Humanities	3,970.13	2,722.12	722.06	.....	525.95
Biological Science	1,050.29	165.00	194.73	.....	690.56
Physical Science	1,284.10	159.60	264.74	.....	859.76
Mathematics	476.81	215.40	161.41	.....	100.00
Introduction to Contemporary Civilization	2,032.25	1,349.91	260.49	.....	421.85
Historical Development of Modern Society	381.25	75.16	142.85	.....	163.24
TOTAL	<u>\$ 21,965.09</u>	<u>\$ 13,725.88</u>	<u>\$ 3,380.09</u>	<u>\$ 1,065.25</u>	<u>\$ 3,793.87</u>

Schedule 1-D

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
SCHOOL OF EDUCATION

For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment
Dean's Office.....	\$ 9,414.51	\$ 7,592.81	\$ 1,524.99	\$ 296.71	\$.....
Education.....	82,550.26	82,550.26	.....	.....	.....
All Departments.....	1,329.70	.....	.....	1,329.70	.....
Demonstration School.....	64,508.25	56,515.33	7,042.16	.....	950.76
Art Education and Const. Design.....	27,163.51	23,377.88	2,183.49	.....	1,602.14
Kindergarten.....	781.96	.....	781.96	.....	.....
Nursery School.....	5,399.30	.....	5,399.30	.....	.....
Physical Education for Women.....	79,754.15	65,314.61	7,391.45	.....	7,048.09
Supervisor Student Teaching.....	2,788.98	.....	.....	2,788.98	.....
Workshops.....	7,742.46	7,263.11	415.75	63.60	.....
Physical Education for Men.....	87,680.93	55,313.48	20,626.81	.....	11,740.64
TOTAL.....	<u><u>\$369,114.01</u></u>	<u><u>\$297,927.48</u></u>	<u><u>\$ 45,365.91</u></u>	<u><u>\$ 4,478.99</u></u>	<u><u>\$ 21,341.63</u></u>

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
SCHOOL OF HOME ECONOMICS
For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment
Dean's Office.....	\$ 5,036.34	\$ 4,365.11	\$ 294.37	\$ 376.86	\$.....
All Departments.....	856.66	.....	.....	856.66	.....
Home Economics.....	206.16	.....	206.16	.....	.....
Food and Nutrition.....	43,642.76	35,754.54	5,388.22	.....	2,500.00
Clothing and Textiles.....	27,266.14	24,177.54	3,088.60	.....	.....
Home and Family Life.....	30,610.74	29,010.40	1,074.10	.....	526.24
Home Economic Education.....	5,430.05	5,059.08	370.97	.....	.....
Institution Administration.....	8,374.09	7,867.15	194.05	.....	312.89
Workshop in School Lunch Supervision.....	775.00	775.00	.....	.....	.....
TOTAL.....	<u>\$122,197.94</u>	<u>\$107,008.82</u>	<u>\$ 10,616.47</u>	<u>\$ 1,233.52</u>	<u>\$ 3,339.13</u>

Schedule 1-F

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
SCHOOL OF MUSIC

For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment
Dean's Office.....	\$ 7,357.92	\$ 6,219.52	\$ 638.91	\$ 408.95	\$ 90.54
All Departments.....	136,615.79	135,249.58	.....	1,366.21	.....
Music.....	2,603.82	.....	2,603.82	.....	.....
Tuning and Repairing Pianos.....	1,324.66	.....	1,324.66	.....	.....
Tuning and Repairing Organs.....	927.81	.....	927.81	.....	.....
New Equipment and Pianos.....	12,986.65	.....	.....	.....	12,986.65
Public School Music.....	1,177.16	.....	1,177.16	.....	.....
Orchestra.....	1,921.54	.....	1,921.54	.....	.....
Repairs to Instruments.....	222.06	.....	222.06	.....	.....
Glee Club.....	905.06	.....	905.06	.....	.....
Band.....	3,080.82	.....	.....	.....	3,080.82
Choir.....	1,511.19	.....	1,511.19	.....	.....
Music Camp.....	4,234.00	4,234.00	.....	.....	.....
TOTAL.....	<u><u>\$174,868.48</u></u>	<u><u>\$145,703.10</u></u>	<u><u>\$ 11,232.21</u></u>	<u><u>\$ 1,775.16</u></u>	<u><u>\$ 16,158.01</u></u>

Schedule 1-G

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
LIBRARY

For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment
Library.....	\$118,110.27	\$102,317.71	\$ 1,969.77	\$ 210.84	\$ 13,611.95
Books.....	23,781.45	.....	23,781.45	.....	.....
Magazines, Subscriptions.....	4,729.01	.....	4,729.01	.....	.....
Binding.....	4,732.65	.....	4,732.65	.....	.....
Magazines — Back Files.....	7,635.22	.....	7,635.22	.....	.....
Library of Congress Cards.....	456.67	.....	456.67	.....	.....
TOTAL.....	<u>\$159,445.27</u>	<u>\$102,317.71</u>	<u>\$ 43,304.77</u>	<u>\$ 210.84</u>	<u>\$ 13,611.95</u>

Schedule 1-H

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
SCHOOL OF LIBRARY TRAINING AND SERVICE

For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment
Library Training and Service.....	\$ 46,978.83	\$ 43,929.27	\$ 1,284.31	\$ 901.89	\$ 863.36
Books.....	843.49	.....	843.49	.....	.....
Publications.....	11.25	.....	11.25	.....	.....
Curriculum Materials.....	1,645.05	.....	1,645.05	.....	.....
Audio-Visual Program.....	24,478.20	11,130.06	5,342.91	.....	8,005.23
TOTAL.....	<u>\$ 73,956.82</u>	<u>\$ 55,059.33</u>	<u>\$ 9,127.01</u>	<u>\$ 901.89</u>	<u>\$ 8,868.59</u>

Schedule 1-I

**FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
TEST SERVICE BUREAU**

For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment
Test Service Bureau.....	\$ 7,678.71	\$ 5,380.04	\$ 2,099.47	\$ 199.20	.....
TOTAL.....	<u>\$ 7,678.71</u>	<u>\$ 5,380.04</u>	<u>\$ 2,099.47</u>	<u>\$ 199.20</u>	<u>.....</u>

Schedule 1-J

**FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
DIVISION OF EDUCATIONAL RESEARCH AND SERVICE**

For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment
Department of Educational Research and Service.....	\$ 7,765.93	\$ 7,108.84	\$ 277.26	\$ 258.70	\$ 121.13
TOTAL.....	<u>\$ 7,765.93</u>	<u>\$ 7,108.84</u>	<u>\$ 277.26</u>	<u>\$ 258.70</u>	<u>\$ 121.13</u>

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
HOME DEMONSTRATION EXTENSION
For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment
Home Demonstration Extension.....	\$ 26,674.84	\$ 18,094.38	\$ 3,934.22	\$ 4,304.34	\$ 341.90
Operation Mobile Canning Unit.....	225.21	.....	225.21	.....	.....
Printing.....	380.45	.....	380.45	.....	.....
Short Course.....	540.07	.....	540.07	.....	.....
TOTAL.....	<u>\$ 27,820.57</u>	<u>\$ 18,094.38</u>	<u>\$ 5,079.95</u>	<u>\$ 4,304.34</u>	<u>\$ 341.90</u>

Schedule 1-L

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
FOR DIVISION OF APPLIED SOCIAL SCIENCES

For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment
Chairman's Office.....	\$ 3,449.91	\$ 2,400.00	\$ 328.46	\$ 511.00	\$ 210.45
Commerce.....	67,271.68	60,354.28	1,644.11	384.49	4,888.80
Journalism.....	17,980.33	16,904.59	523.83	212.89	339.02
Public Administration.....	29,888.72	27,660.23	788.64	771.92	667.93
Restaurant and Hotel Management.....	8,155.41	7,286.22	239.79	565.50	63.90
Social Work.....	46,826.89	43,996.40	576.91	1,553.90	699.68
TOTAL.....	<u>\$173,572.94</u>	<u>\$158,601.72</u>	<u>\$ 4,101.74</u>	<u>\$ 3,999.70</u>	<u>\$ 6,869.78</u>

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
FOR OPERATION AND MAINTENANCE OF PHYSICAL PLANT
For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment	Building
Resident Engineer's Department.....	\$ 15,535.11	\$ 15,535.11	.....	.....	.....	.....
Bryan Hall.....	11,908.56	.....	.....	.....	.....	\$ 11,908.56
Shop Building.....	19,597.97	.....	.....	.....	.....	19,597.97
Coal.....	61,977.69	.....	\$ 61,977.69	.....	.....	.....
Gas.....	1,626.21	.....	1,626.21	.....	.....	.....
Electricity.....	13,961.07	.....	13,961.07	.....	.....	.....
Water.....	9,572.33	.....	9,572.33	.....	.....	.....
Carpenter Department.....	2,235.54	41,508.05	39,272.51*	.....	.....	.....
Electric Department.....	6,471.44	18,458.18	11,986.74*	.....	.....	.....
Machine Department.....	2,168.91	9,575.23	7,406.32*	.....	.....	.....
Mechanic Department.....	18,983.58	21,079.52	2,095.94*	.....	.....	.....
Paint Department.....	14,107.36	39,053.20	24,945.84*	.....	.....	.....
Plumbing Department.....	4,901.73	18,794.54	13,892.81*	.....	.....	.....
Garden.....	26,842.15	21,655.95	5,186.20	.....	.....	.....
Campus.....	91,020.62	100,084.38	9,063.76*	.....	.....	.....
Gas, Oil & Repairs.....	36,323.55	.....	36,323.55	.....	.....	.....
Janitor Service.....	60,889.80	49,777.82	10,935.63	.....	\$ 176.35	.....
Miscellaneous Supplies.....	8,590.35	.....	8,590.35	.....	.....	.....
Shop Equipment.....	1,797.98	.....	.....	.....	1,797.98	.....
Miscellaneous Equipment.....	15,785.67	.....	.....	.....	15,785.67	.....
Permanent Improvements.....	39,705.32	.....	.....	.....	39,705.32	.....
City, State & County Taxes.....	1,112.62	.....	1,112.62	.....	.....	.....
Repairs & Alterations.....	101,980.82	.....	101,980.82	.....	.....	.....
Fire Protection — West Campus.....	2,750.00	.....	2,750.00	.....	.....	.....
West Campus Shop.....	1,989.48	.....	1,989.48	.....	.....	.....
Supply Store.....	5,619.36	.....	5,619.36	.....	.....	.....
Purchase Surplus Property.....	10,858.88	.....	10,858.88	.....	.....	.....
President's House.....	45,204.07	.....	.....	.....	.....	45,204.07
Heating Department.....	19,579.42	19,579.42	.....	.....	.....	.....
Police.....	22,199.66	22,199.66	.....	.....	.....	.....
Bus Drivers.....	27,348.48	27,348.48	.....	.....	.....	.....
Camp Building.....	57.90	.....	.....	.....	.....	57.90
Purchase of Land.....	14,147.31	.....	14,147.31	.....	.....	.....
TOTAL.....	\$716,850.94	\$404,649.54	\$177,967.58	\$ —0—	\$ 57,465.32	\$ 76,768.50

FLORIDA STATE UNIVERSITY
STATE FUNDS
TOTAL CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1949

	Total	Salaries and Wages	Expense	Travel	Equipment	Buildings
Grand Total Disbursements by Object	<u>\$3,254,428.64</u>	<u>\$2,489,030.02</u>	<u>\$460,946.61</u>	<u>\$ 29,719.85</u>	<u>\$197,963.66</u>	<u>\$ 76,768.50</u>

FLORIDA STATE UNIVERSITY
STATE AUXILIARY FUND
STATEMENT OF PROFIT AND LOSS

For the Period July 1, 1948 to June 30, 1949

	Total	Special Repair & Truck	Bookstore	Dairy and Farm	Demon- stration School Lunch Room	Duplicat- ing Depart- ment	Laundry	Women's Residence Halls	Men's Residence Halls	Beaumont Fund	Gifts & Bequests
Income:											
Cash.....	\$910,519.32	.....	\$338,779.34	\$ 85,884.86	\$12,694.67	\$23,576.62	\$115,940.86	\$208,653.23	\$120,603.27	\$ 4,386.47	.....
Sales on Account.....	17,765.77	.....	.....	15,977.95	.....	.....	1,787.82	.....	.....	.....	.....
TOTAL INCOME.....	\$928,285.09	.....	\$338,779.34	\$101,862.81	\$12,694.67	\$23,576.62	\$117,728.68	\$208,653.23	\$120,603.27	\$ 4,386.47	.....
Expenses:											
Salaries & Wages.....	\$298,145.45	.....	\$ 27,145.65	\$ 22,964.78	\$ 2,688.32	\$11,461.15	\$ 73,501.68	\$ 98,101.38	\$ 62,282.49	.....	.....
Goods For Resale.....	313,839.88	.....	288,796.75	3,146.34	11,659.91	10,236.88	.....	1,264.68	875.67	.....	.....
Telephone & Telegraph.....	2,579.02	.....	190.03	168.67	.....	32.47	47.50	1,637.49	258.77	.....	.....
Laundry Services.....	2,366.93	.....	54.66	416.01	.....	.....	.....	1,488.51	1,054.12	.....	.....
Stationery & Office Supp.....	2,705.16	.....	162.53	.....	.....	.....	.....	13,096.64	24,588.09	.....	.....
Heat, Light, Power, Water and Gas.....	38,771.33	.....	.....	435.82	.....	.....	650.78	19,089.91	7,500.06	.....	.....
Repairs to Buildings.....	34,471.54	.....	309.50	5,501.81	.....	411.20	1,659.06	9,670.36	7,030.59	.....	.....
Cleaning & Laundry Supp.....	24,925.48	.....	.....	.....	.....	.....	8,224.53	.....	.....	.....	.....
Gas, Oil & Lubricants.....	846.56	.....	.....	846.56	.....	.....	.....	.....	.....	.....	.....
Agricultural Supplies.....	12,038.44	.....	.....	12,038.44	.....	.....	.....	.....	.....	.....	.....
Feed.....	42,572.99	.....	.....	42,572.99	.....	.....	.....	.....	.....	.....	.....
Other Expense.....	3,908.06	.....	616.29	447.92	848.54	100.99	306.77	1,302.44	285.11	.....	.....
TOTAL EXPENSES.....	\$777,170.84	.....	\$317,275.41	\$ 88,539.34	\$15,196.77	\$22,242.69	\$ 84,390.32	\$145,651.41	\$103,874.90	.....	.....
Beginning Inventory 7/1/48.....	60,879.48	.....	54,367.69	.....	.....	4,383.80	2,127.99	.....	.....	.....	.....
	\$838,050.32	.....	\$371,643.10	\$ 88,539.34	\$15,196.77	\$26,626.49	\$ 86,518.31	\$145,651.41	\$103,874.90	.....	.....
Ending Inventory 6/30/49.....	64,860.58	.....	61,447.99	.....	.....	1,569.37	1,843.22	.....	.....	.....	.....
	\$773,189.74	.....	\$310,195.11	\$ 88,539.34	\$15,196.77	\$25,057.12	\$ 84,675.09	\$145,651.41	\$103,874.90	.....	.....
Operating Profit.....	\$155,095.35	.....	\$ 28,584.23	\$ 13,323.47	\$ 2,502.10*	\$ 1,480.50*	\$ 33,053.59	\$ 63,001.82	\$ 16,728.37	\$ 4,386.47	.....
Surplus 7/1/48.....	263,604.91	\$64,170.89	114,646.34	16,682.63*	1,459.24	10,946.71	77,820.78	73,839.95*	17,332.45	57,775.46	\$9,975.62
	\$418,700.26	\$64,170.89	\$143,230.57	\$ 3,359.16*	\$ 1,042.86*	\$ 9,466.21	\$110,874.37	\$ 10,838.13*	\$ 34,060.83	\$62,161.93	\$9,975.62
Equipment Purchased.....	59,153.16	3,358.48	\$ 1,074.87	\$ 1,201.45	.....	941.56	8,007.14	10,556.72	34,012.94	.....	.....
Surplus 6/30/49.....	\$359,547.10	\$60,812.41	\$142,155.70	\$ 4,560.61*	\$ 1,042.86*	\$ 8,524.65	\$102,867.23	\$ 21,394.85*	\$ 47.88	\$62,161.93	\$9,975.62

*Deficit

Schedule 3

FLORIDA STATE UNIVERSITY
COLLEGE AUXILIARY FUND
SCHOLARSHIPS
1948-1949

	Balance 7-1-48	Additions	Gifts	Balance 6-30-49
Borden Home Economics Award	\$ 900.00	\$ —0—	\$ 300.00	\$ 600.00
DuPont Gift Scholarship	345.00	2,300.00	2,599.98	45.02
Freshman & Sophomore Scholarship . .	224.97	—0—	224.97	—0—
Kiwanis Club of Tallahassee	25.00	—0—	25.00	—0—
Leon Hi Pierian Honor Society	100.00	—0—	100.00	—0—
Joyce Ann Turner Scholarship	400.00	—0—	—0—	400.00
War Orphan Scholarship	200.00	140.00	200.00	140.00
Miriam Phillips Scholarship	10.00	520.00	250.00	280.00
Encyclopedia Britannica	—0—	220.00	—0—	220.00
F. S. U. Pan Hellenic	—0—	250.00	125.00	125.00
G. H. Garmany	—0—	1,000.00	—0—	1,000.00
Senior Class	—0—	300.00	—0—	300.00
Miami Rotary Club Scholarship	—0—	298.00	298.00	—0—
TOTAL	\$2,204.97	\$5,028.00	\$4,122.95	\$3,110.02

Schedule 4

FLORIDA STATE UNIVERSITY
COLLEGE AUXILIARY FUND
LOAN FUNDS
1948-1949

	Balance 7-1-48	Additions	Interest	Total	Gifts	Bad Accounts	Balance 6-30-49	Notes Receivable	Cash	Bonds
Alumni Loan Fund.....	\$ 3,919.13	\$.....	\$ 59.82	\$ 3,978.95	\$.....	\$ 260.00	\$ 3,718.95	\$ 2,931.91	\$ 787.04	\$.....
University Loan Fund.....	6,446.10	349.48	222.57	7,018.15	.....	.....	7,018.15	6,011.93	1,006.22	.....
Anna E. Chaires Loan Fund.....	309.21	.....	.....	309.21	.....	.....	309.21	.....	309.21	.....
Miriam T. Compton Loan Fund.....	505.00	25.00	.....	530.00	.....	.....	530.00	220.00	310.00	.....
Augusta Conradi Loan Fund.....	368.61	.....	.....	368.61	.....	.....	368.61	.....	368.61	.....
Edward Conradi Loan Fund.....	1,514.93	.....	.98	1,515.91	.....	.....	1,515.91	550.00	965.91	.....
Rose Denham Loan Fund.....	454.02	.....	.....	454.02	.....	.....	454.02	450.00	4.02	.....
Flastacowo Loan Fund.....	35.34	.....	.....	35.34	.....	.....	35.34	.....	35.34	.....
Theresa Green Loan Fund.....	116.11	.....	.31	116.42	.....	.....	116.42	.....	116.42	.....
Kappa Delta Pi Loan Fund.....	227.21	.....	.....	227.21	.....	.....	227.21	.....	227.21	.....
Robert E. Lee Loan Fund.....	938.80	145.00	15.00	1,098.80	518.80	.....	580.00	570.00	10.00	.....
Leon Hi D. C. T. Loan Fund.....	200.00	200.00	.....	400.00	.....	.....	400.00	166.66	233.34	.....
Rowena Longmire Loan Fund.....	332.82	161.35	38.65	532.82	.....	.....	532.82	.....	532.82	.....
Omicron Nu Pi Loan Fund.....	45.20	.....	.....	45.20	.....	.....	45.20	.....	45.20	.....
Mary S. Opperman Loan Fund.....	176.91	110.00	33.10	320.01	.....	.....	320.01	75.00	245.01	.....
Ft. Lauderdale Pan Hellenic Loan Fund.....	268.26	200.00	.....	468.26	69.90	.....	398.36	238.36	160.00	.....
Lake Wales Pan Hellenic Loan Fund..	631.42	.....	2.63	634.05	.....	.....	634.05	57.43	576.62	.....
Pilot Club of Ocala Loan Fund.....	1,000.00	.....	.....	1,000.00	.....	.....	1,000.00	.....	1,000.00	.....
School of Music Loan Fund.....	276.52	.....	.....	276.52	.....	.....	276.52	.....	276.52	.....
Special Loan Fund.....	442.67	.....	.....	442.67	.....	.....	442.67	.....	442.67	.....
George Washington Loan Fund.....	875.00	.....	.....	875.00	.....	.....	875.00	850.00	25.00	.....
Louise S. Beach Loan Fund.....	100.00	.....	.....	100.00	.....	.....	100.00	30.00	70.00	.....
Jacksonville Woman's Club Loan Fund.....	500.00	.....	13.50	513.50	.....	.....	513.50	25.50	488.00	.....
Humble Oil Loan Fund.....	29,692.67	.....	143.02	29,835.69	850.00	.....	28,985.69	8,330.12	655.57	20,000.00
Freshman Loan Fund.....	.....	390.76	59.92	450.68	.....	.....	450.68	350.68	100.00	.....
TOTAL.....	\$49,375.93	\$ 1,581.59	\$ 589.50	\$51,547.02	\$ 1,438.70	\$ 260.00	\$49,848.32	\$20,857.59	\$ 8,990.73	\$20,000.00

Schedule 5

FLORIDA STATE UNIVERSITY
STUDENT ALUMNI BUILDING
STATEMENT OF PROFIT AND LOSS

For the Year Ended June 30, 1949

Receipts.....		\$21,487.78
EXPENSES:		
Salaries.....	\$13,427.76	
Stationery & Office Supplies.....	34.57	
Telephone & Telegraph.....	53.46	
Heat, Light, Power & Water.....	1,197.23	
Laundry Service.....	260.30	
Cleaning & Laundry Supplies.....	420.23	
Household Supplies.....	301.84	
Repairs to Building.....	841.82	
Other Expenses.....	110.41	
Total Expenses.....		16,647.62
Operating Profit.....		\$ 4,840.16
Equipment.....		944.28
		\$ 3,895.88
Surplus 7-1-48.....		14,160.70
Surplus 6-30-49.....		\$18,056.58

Schedule 6

FLORIDA STATE UNIVERSITY
ATHLETICS
STATEMENT OF PROFIT AND LOSS

For the Year Ended June 30, 1949

Receipts.....		\$58,605.62
EXPENSES:		
Salaries.....	\$ 5,143.54	
Stationery & Office Supplies.....	502.33	
Telephone & Telegraph.....	274.52	
Printing.....	3,585.44	
Contractual Services.....	5,325.93	
Travel.....	16,764.94	
Medical, Surgical & Dental Supplies.....	766.93	
Clothing.....	8,494.51	
Laundry.....	860.71	
Rental.....	1,933.68	
Insurance.....	600.67	
Awards.....	310.71	
Taxes.....	3,785.65	
Educational Supplies.....	1,229.18	
Repairs to Equipment.....	3,247.74	
Repairs to Buildings.....	129.28	
Other Expenses.....	894.38	
Total Expenses.....		\$53,850.14
Profit from Operations.....		\$ 4,755.48
Equipment.....		7,674.48
		\$ 2,919.00*
Surplus 7-1-48.....		4,862.35
Surplus 6-30-49.....		\$ 1,943.35

*Deficit

Schedule 7

**FLORIDA STATE UNIVERSITY
ARTIST SERIES
STATEMENT OF PROFIT AND LOSS**

For the Year Ended June 30, 1949

Ticket Sales and Student Fees.....		\$20,116.20
EXPENSES:		
Salaries.....	\$ 727.36	
Stationery & Office Supplies.....	92.07	
Telephone & Telegraph.....	45.79	
Printing.....	741.87	
Contractual Services.....	15,825.60	
Taxes.....	1,296.30	
Repairs to Equipment.....	66.00	
Other Expenses.....	799.52	
Total Expenses.....		\$19,594.51
Operating Profit.....		\$ 521.69
Equipment.....		96.84
		\$ 424.85
Surplus 7-1-48.....		5,105.42
Surplus 6-30-49.....		\$ 5,530.27

Schedule 8

**FLORIDA STATE UNIVERSITY
WEST CAMPUS STUDENT UNION
STATEMENT OF PROFIT AND LOSS**

For the Year Ended June 30, 1949

Sales and Student Fees.....		\$44,295.08
COST OF GOODS SOLD:		
Inventory 7-1-48.....	\$ 429.14	
Purchases for Resale.....	24,474.58	
	\$24,903.72	
Inventory 6-30-49.....	556.12	24,347.60
Gross Profit.....		\$19,947.48
EXPENSES:		
Salaries.....	\$12,900.41	
Stationery & Office Supplies.....	19.25	
Telephone & Telegraph.....	154.00	
Laundry Service.....	88.79	
Cleaning & Laundry Supplies.....	296.81	
Household Supplies.....	796.22	
Repairs to Buildings.....	466.85	
TOTAL EXPENSES:.....		14,722.33
Operating Profit.....		\$ 5,225.15
Equipment.....		861.08
		\$ 4,364.07
Surplus 7-1-48.....		375.74*
Surplus 6-30-49.....		\$ 3,988.33

*Deficit

Schedule 9

FLORIDA STATE UNIVERSITY
SODA SHOP
STATEMENT OF PROFIT AND LOSS

For the Year Ended June 30, 1949

Sales.....		\$65,416.62
COST OF GOODS SOLD:		
Inventory 7-1-48.....	\$ 895.34	
Purchases for Resale.....	42,292.82	
	<u>\$43,188.16</u>	
Inventory 6-30-49.....	662.66	42,525.50
Gross Profit.....		<u>\$22,891.12</u>
EXPENSES:		
Salaries.....	\$13,774.67	
Telephone & Telegraph.....	33.65	
Heat, Light, Power & Water.....	287.98	
Laundry Service.....	233.55	
Household Supplies.....	774.97	
Repairs to Buildings.....	507.11	
Other Expenses.....	347.32	
TOTAL EXPENSES.....		<u>15,959.25</u>
Operating Profit.....		<u>\$ 6,931.87</u>
Equipment.....		125.60
		<u>\$ 6,806.27</u>
Surplus 7-1-48.....		6,276.81
Surplus 6-30-49.....		<u>\$13,083.08</u>

Schedule 10

FLORIDA STATE UNIVERSITY
COLLEGE AUXILIARY FUND
WEST CAMPUS CAFETERIA
STATEMENT OF PROFIT AND LOSS

For the Year Ended June 30, 1949

Sales.....				\$76,576.64
Sales on Account.....				4,230.89
TOTAL.....				<u>\$80,807.53</u>
 COST OF GOODS SOLD:				
Inventory 7-1-48.....			\$ 2,056.77	
Purchases.....			42,047.33	
			<u>\$44,104.10</u>	
Inventory 6-30-49.....			791.29	43,312.81
Gross Profit.....				<u>\$37,494.72</u>
 EXPENSES:				
Salaries — Professional.....			\$ 4,202.20	
Salaries — Non-Professional.....			17,786.55	
Stationery & Office Supplies.....			249.86	
Telephone & Telegraph.....			124.32	
Heat, Light, Power & Water.....			1,968.33	
Laundry Service.....			741.15	
Repairs to Equipment.....			762.62	
Other Expenses.....			239.09	
Cleaning & Laundry				
Supplies.....	\$	639.87		
Operating Supplies.....		904.65		
		<u>\$ 1,544.52</u>		
Inventories 6-30-49:				
Cleaning & Laundry.....	\$	256.00		
Operating Supplies.....		139.48	395.48	1,149.04
Total Expenses.....				<u>27,223.16</u>
Profit from Operations.....				\$10,271.56
Equipment.....				655.10
				<u>\$ 9,616.46</u>
Surplus 7-1-48.....				19,322.20*
Surplus 6-30-49.....				<u>\$ 9,705.74*</u>
*Deficit				

Schedule 11

FLORIDA STATE UNIVERSITY
CAMP FLASTACOWO
STATEMENT OF PROFIT AND LOSS

For the Year Ended June 30, 1949

Receipts.....		\$10,441.63
EXPENSES:		
Salaries.....	\$ 3,349.29	
Telephone & Telegraph.....	199.97	
Heat, Light, Power & Water.....	550.21	
Laundry.....	14.85	
Cleaning & Laundry Supplies.....	51.90	
Household Supplies.....	67.00	
Repairs to Buildings.....	1,605.71	
Other Expenses.....	420.57	
Total Expenses.....		6,259.50
Operating Profit.....		\$ 4,182.13
Building.....	\$ 2,689.75	
Equipment.....	1,538.37	4,228.12
		\$ 45.99*
Surplus 7-1-48.....	\$ 1,556.54	
Transferred from SA Reserve.....	12,000.00	13,556.54
Surplus 6-30-49.....		\$13,510.55
*Deficit		

Schedule 12

FLORIDA STATE UNIVERSITY
GARNET AND GOLD SNACK BAR
STATEMENT OF PROFIT AND LOSS

For the Year Ended June 30, 1949

Receipts.....	\$ 205.00
Expenses.....	322.42
Deficit 6-30-49.....	\$ 117.42*
*Deficit	

Schedule 13

FLORIDA STATE UNIVERSITY
COLLEGE AUXILIARY FUND
THEATRE — DRAMA
STATEMENT OF PROFIT AND LOSS

For the Year Ended June 30, 1949

Receipts.....	\$ 1,782.50
Expenses.....	1,277.76
Surplus 6-30-49.....	\$ 504.74

Schedule 14

**FLORIDA STATE UNIVERSITY
MABRY HEIGHTS
STATEMENT OF PROFIT AND LOSS**

For the Year Ended June 30, 1949

Rent and Gas Sales.....			\$47,761.49
COST OF GOODS SOLD:			
Inventory — Gas — 7-1-48.....	\$ 886.86		
Purchases.....	6,327.16		
	<u>\$ 7,214.02</u>		
Inventory — Gas — 6-30-49.....	866.88		6,347.14
Gross Profit.....			<u>\$41,414.35</u>
EXPENSES:			
Salaries.....	\$ 7,347.96		
Stationery & Office Supplies.....	30.34		
Telephone & Telegraph.....	67.23		
Heat, Light, Power & Water.....	569.19		
Chemicals & Laboratory Supplies.....	344.29		
Gasoline, Oil & Lubricants.....	64.14		
Cleaning & Laundry Supplies.....	92.56		
Repairs to Equipment.....	772.97		
Repairs to Buildings.....	14,429.52		
Other Expenses.....	1,939.62		
TOTAL EXPENSES.....	\$25,657.82		
Inventory — Supplies 7-1-48.....	\$ 421.56		
Inventory — Supplies 6-30-49.....	362.52		
	<u>59.04</u>		25,716.86
Operating Profit.....			<u>\$15,697.49</u>
Equipment.....			440.69
			<u>\$15,256.80</u>
Surplus 7-1-48.....			12,427.48
Surplus 6-30-49.....			<u>\$27,684.28</u>

Schedule 15

**FLORIDA STATE UNIVERSITY
RENTAL BUDGET
STATEMENT OF PROFIT AND LOSS**

For the Year Ended June 30, 1949

Receipts.....			\$18,583.67
EXPENSES:			
Salaries.....	\$ 2,428.11		
Stationery & Office Supplies.....	29.18		
Telephone & Telegraph.....	181.75		
Heat, Light, Power & Water.....	1,914.08		
Repairs to Buildings.....	7,309.09		
Ice.....	97.71		
Total Expense.....			<u>11,959.92</u>
Operating Profit.....			<u>\$ 6,623.75</u>
Equipment.....			417.64
			<u>\$ 6,206.11</u>
Surplus 7-1-48.....			11,192.91
Surplus 6-30-49.....			<u>\$17,399.02</u>

Schedule 16

FLORIDA STATE UNIVERSITY
INTEREST ON INVESTMENTS
STATEMENT OF INCOME AND EXPENDITURES
For the Year Ended June 30, 1949

Balance 7-1-48.....	\$ 2,227.31
Receipts.....	1,600.00
Balance 6-30-49.....	<u>\$ 3,827.31</u>

Schedule 17

FLORIDA STATE UNIVERSITY
TAX ASSESSORS' COURSE
STATEMENT OF INCOME AND EXPENDITURES
For the Year Ended June 30, 1949

Receipts.....	\$ 1,677.00
Expenditures.....	1,163.65
Balance 6-30-49.....	<u>\$ 513.35</u>

FLORIDA STATE UNIVERSITY
STUDENT ACTIVITIES
STATEMENT OF RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1949

	Balance 7-1-48	Receipts 7-1-48 to 6-30-49	Total	Disburse- ments 7-1-48 to 6-30-49	Balance 6-30-49
Flambeau.....	\$ 8,993.46	\$ 13,276.40	\$ 22,269.86	\$ 11,119.71	\$ 11,150.15
Dramatics.....	1,369.83	2,037.73	3,407.56	1,675.69	1,731.87
Tally - Ho.....	—0—	47,187.69	47,187.69	47,390.78	203.09*
Talaria.....	2,844.82	4,405.24	7,250.06	3,747.90	3,502.16
Class of 1949.....	717.41	150.23	867.64	867.64	—0—
Class of 1950.....	568.62	435.63	1,004.25	18.40	985.85
Class of 1951.....	235.66	473.63	709.29	19.14	690.15
Class of 1952.....	—0—	372.35	372.35	211.52	160.83
U. G. A.....	2,037.13	774.52	2,811.65	543.93	2,267.72
M. G. A.....	—0—	557.06	557.06	409.65	147.41
W. G. A.....	—0—	845.09	845.09	540.65	304.44
U. R. A.....	3,531.42	6,454.88	9,986.30	4,529.78	5,456.52
Music Camp.....	229.56	1,194.00	1,423.56	1,553.71	130.15*
Band.....	228.28	1,505.68	1,733.96	1,979.86	245.90*
Orchestra.....	205.70	644.40	850.10	667.38	182.72
Glee Club.....	355.15	429.09	784.24	737.45	46.79
Chorus.....	353.23	679.09	1,032.32	1,101.50	69.18*
Student Radio.....	—0—	2,500.80	2,500.80	2,500.80	—0—
Social Fund — Men.....	443.92	1,664.42	2,108.34	937.54	1,170.80
Social Fund — Women.....	2,199.36	2,640.79	4,840.15	2,269.09	2,571.06
Recreation.....	2,305.58	3,567.22	5,872.80	4,048.58	1,824.22
Summer Recreation.....	—0—	53.00	53.00	735.72	682.72*
Building & Equipment.....	11,569.20	12,946.72	24,515.92	913.69	23,602.23
Handbook.....	1,716.73	—0—	1,716.73	—0—	1,716.73
Reserve Fund.....	40,469.48	2,064.88	42,534.36	335.60	42,198.76
Homecoming.....	—0—	5,741.11	5,741.11	4,178.91	1,562.20
Permanent Classes.....	3,099.51	844.39	3,943.90	16.10	3,927.80
Budget Committee Reserve.....	8,355.70	—0—	8,355.70	—0—	8,355.70
S. S. Social Fund — Men.....	—0—	311.91	311.91	—0—	311.91
S. S. Social Fund — Women.....	—0—	311.91	311.91	42.05	269.86
Amateur Night.....	—0—	12.49	12.49	—0—	12.49
S. S. Recreation.....	—0—	1,702.57	1,702.57	96.94	1,605.63
S. S. Athletics.....	—0—	2,329.34	2,329.34	—0—	2,329.34
S. S. Flambeau.....	—0—	1,262.12	1,262.12	—0—	1,262.12
Court Lighting & Repairs.....	—0—	3,030.80	3,030.80	—0—	3,030.80
Lighting Tennis Courts.....	—0—	2,494.61	2,494.61	—0—	2,494.61
Bus to Camp Flastacowo.....	—0—	374.11	374.11	—0—	374.11
S. S. S. A. Salaries.....	—0—	1,247.19	1,247.19	234.72	1,012.47
TOTAL.....	\$ 91,829.75	\$126,523.09	\$218,352.84	\$ 93,424.43	\$124,928.41

*Deficit

Schedule 19

FLORIDA STATE UNIVERSITY
DEPOSITS
STATEMENT OF INCOME AND EXPENDITURES
For the Year Ended June 30, 1949

Balance 7-1-48.....	\$33,896.15
Receipts.....	32,669.11
	<u>\$66,565.26</u>
Expenditures.....	49,145.57
	<u>\$17,419.69</u>
Balance 6-30-49.....	

Schedule 20

FLORIDA STATE UNIVERSITY
GENERAL EDUCATION BOARD
STATEMENT OF INCOME AND EXPENDITURES
For the Year Ended June 30, 1949

Balance 7-1-48.....	\$ 1,500.00
Receipts.....	1,850.00
	<u>\$ 3,350.00</u>
Expenditures.....	1,500.00
	<u>\$ 1,850.00</u>
Balance 6-30-49.....	

Schedule 21

FLORIDA STATE UNIVERSITY
COLLEGE BANK
STATEMENT OF DEPOSITS AND WITHDRAWALS
For the Year Ended June 30, 1949

Balance 7-1-48.....	\$ 35,920.16
Deposits.....	872,075.73
	<u>\$907,995.89</u>
Withdrawals.....	861,881.08
	<u>\$ 46,114.81</u>
Balance 6-30-49.....	

Schedule 22

**FLORIDA STATE UNIVERSITY
DINING HALL
STATEMENT OF PROFIT AND LOSS**

For the Year Ended June 30, 1949

Sales.....			\$622,719.95
COST OF GOODS SOLD:			
Inventory 7-1-48.....	\$ 12,895.37		
Purchases.....	471,389.10		
	<u>\$484,284.47</u>		
Inventory 6-30-49.....	7,562.35	476,722.12	
Gross Profit.....			\$145,997.83
EXPENSES:			
Salaries — Professional.....	\$ 27,675.05		
Salaries — Non-Professional.....	173,585.37		
Stationery & Office Supplies.....	961.07		
Telephone & Telegraph.....	401.69		
Heat, Light, Power and Water.....	9,586.60		
Laundry Service.....	5,855.31		
Repairs.....	4,426.87		
Insurance.....	157.84		
Miscellaneous Expense.....	679.33		
Operating Supplies.....	\$13,511.85		
Inventory 6-30-49.....	3,427.57	10,084.28	
Cleaning Supplies.....	\$ 2,132.55		
Inventory 6-30-49.....	1,051.02	1,081.53	
Payments to Revenue Cert. Fund.....		6,454.54	
TOTAL EXPENSES.....			<u>240,949.48</u>
Operating Loss.....			\$ 94,951.65* (1)
Equipment.....			9,998.41
			<u>\$104,950.06*</u>
Surplus 7-1-48.....			41,854.55
Deficit June 30, 1949.....			<u>\$ 63,095.51*</u>

(1) This is the first report on an accrual basis. Accounts payable for the preceding year show as purchases in this year. No depreciation is shown on buildings or equipment.

* Deficit

Schedule 23

**FLORIDA STATE UNIVERSITY
LANDIS HALL
STATEMENT OF PROFIT AND LOSS**

For the Year Ended June 30, 1949

Receipts.....		\$27,200.67
EXPENSES:		
Salaries.....	\$14,716.43	
Stationery & Office Supplies.....	69.99	
Telephone & Telegraph.....	113.90	
Heat, Light, Power, Water.....	2,545.29	
Laundry Services.....	125.27	
Cleaning & Laundry Supplies.....	707.57	
Household Supplies.....	445.62	
Repairs to Buildings.....	5,515.63	
Insurance.....	1,069.46	
Miscellaneous Expense.....	121.24	
TOTAL EXPENSES.....		25,430.40
Profit from Operations.....		\$ 1,770.27
Equipment.....		2,267.66
		\$ 497.39*
Surplus 7-1-48.....		2,792.20
Surplus 6-30-50.....		\$ 2,294.81

*Deficit

Schedule 24

**FLORIDA STATE UNIVERSITY
UNIVERSITY HOSPITAL
STATEMENT OF PROFIT AND LOSS**

For the Year Ended June 30, 1949

Receipts.....		\$97,338.31
EXPENSES:		
Salaries.....	\$56,914.71	
Stationery & Office Supplies.....	510.63	
Telephone & Telegraph.....	270.50	
Heat, Light, Power & Water.....	560.13	
Laundry Service.....	1,153.30	
Cleaning and Laundry Supplies.....	102.61	
Repairs.....	1,303.27	
Insurance.....	331.05	
Medical Supplies.....	5,697.09	
Operating Supplies.....	3,779.46	
Food.....	1,209.30	
Fee to Baptist Memorial for Men.....	6,136.75	
Miscellaneous Expense.....	2,322.05	
TOTAL EXPENSE.....		80,290.85
Profit from Operations.....		\$17,047.46
Equipment.....		1,253.13
		\$15,794.33
Surplus 7-1-48.....		5,848.79
Surplus 6-30-49.....		\$21,643.12

Schedule 25

FLORIDA STATE UNIVERSITY
PLANT FUNDS
1948-1949

	Land	Buildings	Improve- ments	Equipment	Cash	Bonds	Total
Balance July 1, 1948.....	\$143,355.84	\$6,035,586.00	\$456,958.11	\$1,177,087.67	\$2,708,862.41	\$185,320.00	\$10,707,170.03
Additions.....	49,147.31	1,630,740.67	198,288.79	875,033.54	1,657,727.57*	.....	1,095,482.74
Balance June 30, 1949....	<u>\$192,503.15</u>	<u>\$7,666,326.67</u>	<u>\$655,246.90</u>	<u>\$2,052,121.21</u>	<u>\$1,051,134.84</u>	<u>\$185,320.00</u>	<u>\$11,802,652.77</u>

*Deficit

Exhibit A

FLORIDA STATE UNIVERSITY

BALANCE SHEET

June 30, 1950

ASSETS

CURRENT FUNDS

Cash.....	\$ 1,163,312.02	
Bonds.....	52,330.63	
Total Current Funds.....		\$ 1,215,642.65

LOAN FUNDS

Cash.....	\$ 12,608.47	
Bonds.....	20,000.00	
Notes Receivable.....	20,748.04	
Total Loan Funds.....		53,356.51

AUXILIARY FUNDS

Cash.....	\$ 380,430.19	
Accounts Receivable.....	170,621.89	
Inventories.....	84,071.37	
Prepaid Items.....	471.27	
Beef Cattle.....	6,500.00	
Total Auxiliary Funds.....		642,094.72

AGENCY FUNDS

Cash.....	\$ 154,573.54	
Bonds.....	60,000.00	
Total Agency Funds.....		214,573.54

PLANT FUNDS

Unexpended Plant Funds:		
Cash.....	\$ 291,190.87	
Bonds.....	220,954.38	
Total Unexpended Plant Funds....		\$ 512,145.25
Invested in Plant:		
Land.....	\$ 197,003.15	
Buildings.....	8,899,348.53	
Improvements.....	832,159.47	
Equipment.....	2,561,862.03	
Total Invested in Plant.....		12,490,373.18
Total Plant Funds.....		\$13,002,518.43
TOTAL ASSETS.....		<u>\$15,128,185.85</u>

Exhibit A (Cont.)

FLORIDA STATE UNIVERSITY

BALANCE SHEET

June 30, 1950

LIABILITIES

CURRENT FUNDS

Unappropriated Surplus.....	\$ 1,213,769.81	
Reserve for Encumbrances.....	1,872.84	
Total Current Funds (Exhibit B).....		\$ 1,215,642.65

LOAN FUNDS

Total Loan Funds.....	\$ 53,356.51	
Total Loan Funds (Exhibit B).....		53,356.51

AUXILIARY FUNDS

Unappropriated Surplus.....	\$ 523,867.31	
Reserve for Encumbrances.....	1,601.26	
Total Surplus (Exhibit B).....	\$ 525,468.57	
Accounts Payable.....	115,620.14	
Deferred Meal Book Sales.....	1,006.01	
Total Auxiliary Funds.....		642,094.72

AGENCY FUNDS

Student Activities Unappropriated Surplus.....	\$ 160,587.75	
Deposits.....	6,523.29	
Deposits in Student Bank.....	47,462.50	
Total Agency Funds (Exhibit B).....		214,573.54

PLANT FUNDS

Unexpended Plant Funds:		
Reserve for Construction.....	\$ 239,111.84	
Reserve for Retiremt. of Rev. Cert....	273,033.41	
Total Unexpended Plant Funds....	\$ 512,145.25	
Invested in Plant		
Revenue Certificates.....	\$ 669,000.00	
Investments in Plant from State Appropriations, Auxiliaries, etc.....	11,821,373.18	
Total Invested in Plant.....	12,490,373.18	
Total Plant Funds (Exhibit B).....		13,002,518.43
TOTAL LIABILITIES.....		<u>\$15,128,185.85</u>

FLORIDA STATE UNIVERSITY
SUMMARY OF OPERATIONS
For the Year Ended June 30, 1950

	Balance 7-1-49	Appropriation or Collections	Total	Expenditures	Balance 6-30-50	Schedule No.
CURRENT FUNDS						
Appropriation.....	\$ 54,203.09	\$4,393,581.85	\$ 4,447,784.94	\$3,927,863.91	\$ 519,921.03	1
Incidental Fund.....	456,056.72	528,021.20	984,077.92	375,177.32	608,900.60	1
Westcott Estate Fund.....	216.33	15,875.00	16,091.33	17,392.33	1,301.00*	1
Seminary Interest Fund.....	854.21	2,150.00	3,004.21	—0—	3,004.21	1
Fire Replacement Fund.....	1,810.55	109.22	1,919.77	—0—	1,919.77	1
Beaumont Fund.....	62,161.93	1,250.00	63,411.93	—0—	63,411.93	2
Gifts and Bequests.....	9,975.62	—0—	9,975.62	—0—	9,975.62	2
Scholarships.....	3,110.02	4,903.49	8,013.51	4,898.49	3,115.02	3
General Education Board.....	1,850.00	—0—	1,850.00	1,850.97	.97*	23
Grunwald Research Project.....	—0—	5,000.00	5,000.00	1,901.45	3,098.55	24
Sloan Kettering Research Project....	—0—	2,200.00	2,200.00	1,114.09	1,085.91	25
Herz Research Project.....	—0—	3,000.00	3,000.00	488.02	2,511.98	26
Total Current Funds.....	\$ 590,238.47	\$4,956,090.76	\$ 5,546,329.23	\$4,330,686.58	\$ 1,215,642.65	
LOAN FUNDS						
Loan Funds.....	\$ 49,848.32	\$ 4,335.40	\$ 54,183.72	\$ 827.21	\$ 53,356.51	4
Total Loan Funds.....	\$ 49,848.32	\$ 4,335.40	\$ 54,183.72	\$ 827.21	\$ 53,356.51	
AUXILIARY FUNDS						
Bookstore.....	\$ 142,155.70	\$ 419,922.69	\$ 562,078.39	\$ 327,286.47	\$ 234,791.92	2
Dairy and Farm.....	4,560.61*	78,876.34	74,315.73	75,805.57	1,489.84*	2
Demonstration School Lunch Room..	1,042.86*	11,694.65	10,651.79	11,290.97	639.18*	2
Duplicating Department.....	8,524.65	23,604.58	32,129.23	26,423.01	5,706.22	2
Laundry.....	102,867.23	115,547.09	218,414.32	131,632.38	86,781.94	2
Men's Residence Halls.....	47.88	149,059.35	149,107.23	124,185.83	24,921.40	2
Women's Residence Halls.....	21,394.85*	203,501.38	182,106.53	173,320.05	8,786.48	2
Special Repair and Truck.....	60,812.41	—0—	60,812.41	—0—	60,812.41	2
Student Alumni Building.....	18,056.58	19,661.92	37,718.50	21,322.79	16,395.71	5
Intercollegiate Athletics.....	1,943.35	82,753.88	84,697.23	78,058.98	6,638.25	6
Artist Series.....	5,530.27	19,952.71	25,482.98	22,782.68	2,700.30	7
W. C. Student Union.....	3,988.33	62,739.31	66,727.64	58,732.69	7,994.95	8
Soda Shop.....	13,083.08	68,246.43	81,329.51	63,269.22	18,060.29	9
Carried Forward.....	\$ 330,011.16	\$1,255,560.33	\$ 1,585,571.49	\$ 1,114,110.64	\$ 471,460.85	

*Deficit

FLORIDA STATE UNIVERSITY
SUMMARY OF OPERATIONS
For the Year Ended June 30, 1950

	Balance 7-1-49	Appropriation or Collections	Total	Expenditures	Balance 6-30-50	Schedule No.
AUXILIARY FUNDS (CONT.)						
Brought Forward.....	\$ 330,011.16	\$1,255,560.33	\$ 1,585,571.49	\$1,114,110.64	\$ 471,460.85	
W. C. Cafeteria.....	9,705.74*	112,217.80	102,512.06	104,412.80	1,900.74*	10
Camp Flastacowo.....	13,510.55	11,635.08	25,145.63	17,406.80	7,738.83	11
Garnet & Gold Snack Bar.....	117.42*	1,909.79	1,792.37	1,684.56	107.81	12
Theatre.....	504.74	1,511.22	2,015.96	2,220.31	204.35*	13
Mabry Heights.....	27,684.28	48,465.93	76,150.21	22,484.25	53,665.96	14
Rental Accounts.....	17,399.02	4,656.11	22,055.13	4,685.61	17,369.52	15
Interest on Investments.....	3,827.31	2,113.43	5,940.74	5,940.74	—0—	16
Tax Assessors' Course.....	513.35	266.00	779.35	646.25	133.10	17
Accounts Payable.....	1,317.01	864.67	2,181.68	1,773.18	408.50	
Home Management House.....	—0—	3,258.91	3,258.91	2,974.71	284.20	18
Women's Bowling Alley.....	—0—	400.89	400.89	57.64	343.25	19
Sales Tax Collection Fee.....	—0—	21.44	21.44	—0—	21.44	20
Homecoming.....	—0—	993.97	993.97	—0—	993.97	21
Dining Hall.....	63,095.51*	442,217.63	379,122.12	453,465.70	74,343.58*	28
Landis Hall.....	2,294.81	27,691.48	29,986.29	23,688.77	6,297.52	29
University Hospital.....	21,643.12	110,342.41	131,985.53	97,729.76	34,255.77	30
Bryan Hall.....	—0—	9,568.56	9,568.56	6,681.39	2,887.17	31
New Men's Dormitory.....	—0—	5,949.35	5,949.35	—0—	5,949.35	32
Total Auxiliary Funds.....	\$ 345,786.68	\$2,039,645.00	\$ 2,385,431.68	\$1,859,963.11	\$ 525,468.57	
AGENCY FUNDS						
Student Activities.....	\$ 124,928.41	\$ 105,484.82	\$ 230,413.23	\$ 69,825.48	\$ 160,587.75	22
Deposits.....	17,419.69	17,867.18	35,286.87	28,763.58	6,523.29	27
College Bank.....	46,114.81	1,314,174.74	1,360,289.55	1,312,827.05	47,462.50	33
Total Agency Funds.....	\$ 188,462.91	\$1,437,526.74	\$ 1,625,989.65	\$1,411,416.11	\$ 214,573.54	
PLANT FUNDS						
Plant Funds.....	\$11,802,652.77	\$1,199,865.66	\$13,002,518.43	\$ —0—	\$13,002,518.43	34
Total Plant Funds.....	\$11,802,652.77	\$1,199,865.66	\$13,002,518.43	\$ —0—	\$13,002,518.43	
TOTAL ALL FUNDS.....	\$12,976,989.15	\$9,637,463.56	\$22,614,452.71	\$7,602,893.01	\$15,011,559.70	

*Deficit

Schedule 1

FLORIDA STATE UNIVERSITY
STATE FUNDS
CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1950

	Balance 7-1-49	Appropriations or Collections	Total Available	Disbursements			Balance 6-30-50
				Salaries	Expense	Total	
Appropriation — Salaries.....		\$3,062,145.49	\$3,062,145.49	\$2,947,077.53		\$2,947,077.53	\$ 115,067.96
Appropriation — Expense.....		1,322,262.61	1,322,262.61		\$ 936,378.90	936,378.90	385,883.71
Incidental Fund.....	\$ 456,056.72	528,021.20	984,077.92	355,787.73	19,389.59	375,177.32	608,900.60
Westcott Estate Fund.....	216.33	15,875.00	16,091.33	7,149.94	10,242.39	17,392.33	1,301.00*
Seminary Interest Fund.....	854.21	2,150.00	3,004.21				3,004.21
Fire Replacement Fund.....	1,810.55	109.22	1,919.77				1,919.77
Appropriation — Old Appropriation Forward.....	54,203.09	9,173.75	63,376.84		44,407.48	44,407.48	18,969.36
TOTAL.....	\$ 513,140.90	\$4,939,737.27	\$5,452,878.17	\$3,310,015.20	\$1,010,418.36	\$4,320,433.56	\$1,132,444.61

*Deficit

Schedule 1-A

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
FOR ADMINISTRATION AND GENERAL EXPENSE

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
ADMINISTRATIVE OFFICES:					
President's Office.....	\$ 27,129.54	\$ 22,452.10	\$ 3,464.63	\$ 1,187.71	\$ 25.10
Graduate School.....	23,494.78	22,629.98	456.78	408.02	—0—
Public Relations.....	27,175.48	16,133.11	7,748.33	954.94	2,339.10
Alumni Office.....	14,912.48	9,446.95	4,931.14	530.40	3.99
Dean-Student Welfare.....	14,920.00	13,349.97	516.72	1,002.20	51.11
Registrar.....	80,552.63	60,259.48	18,561.03	435.57	1,296.55
I. B. M.....	29,269.84	12,398.19	16,714.31	—0—	157.34
Dean of Men.....	32,555.34	31,776.80	601.82	174.22	2.50
Dean of Women.....	33,644.90	32,862.44	668.18	114.28	—0—
Placement Office.....	23,349.22	21,981.16	1,111.78	224.87	31.41
Office of Personnel Records.....	13,887.55	11,805.52	1,682.09	9.00	390.94
Health Services.....	21,956.12	21,956.12	—0—	—0—	—0—
Guidance and Counseling.....	12,724.47	11,251.07	1,006.52	267.02	199.86
Food Service.....	8,737.47	8,737.47	—0—	—0—	—0—
Research Council.....	3,133.55	276.68	555.21	538.45	1,763.21
Business Manager's Office.....	16,198.51	14,549.86	1,221.78	341.28	85.59
Accounting Department.....	80,516.63	75,015.14	4,995.65	56.08	449.76
Purchasing and Supply.....	48,690.56	27,864.59	9,386.26*	40.87	30,171.36
GENERAL EXPENSE:					
Information Desk.....	2,535.00	2,535.00	—0—	—0—	—0—
Post Office.....	24,223.48	12,482.61	11,740.87	—0—	—0—
P. B. X. Office.....	11,224.90	11,220.80	4.10	—0—	—0—
General Expense.....	46,733.82	—0—	19,478.12	—0—	27,255.70
General Expense.....	350.83	—0—	350.83	—0—	—0—
General Expense.....	2,198.70	—0—	2,198.70	—0—	—0—
General Expense.....	293.96	—0—	293.96	—0—	—0—
	<u>\$600,409.76</u>	<u>\$440,985.04</u>	<u>\$ 88,916.29</u>	<u>\$ 6,284.91</u>	<u>\$ 64,223.52</u>

*Deficit

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
COLLEGE OF ARTS AND SCIENCES
For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equip- ment	Buildings
Dean — Arts and Sciences.....	\$ 30,889.15	\$ 20,948.51	\$ 66.53	\$ 9,777.50	\$ 96.61	.....
Anthropology & Archaeology.....	13,941.84	7,013.33	2,120.66	40.05	4,767.80	.....
Art.....	48,960.83	44,954.01	2,275.86	599.53	1,131.43	.....
Bacteriology.....	15,616.20	14,161.55	969.67	—0—	484.98	.....
Botany.....	38,213.06	33,150.99	1,432.80	618.70	3,010.57	.....
Chemistry.....	105,021.74	85,339.20	15,460.76	—0—	4,221.78	.....
Classics.....	26,533.64	25,997.87	265.57	—0—	270.20	.....
Economics.....	47,960.50	47,371.43	207.19	—0—	381.88	.....
English.....	122,725.69	122,229.18	351.16	—0—	145.35	.....
Junior Clinic.....	273.30	—0—	153.82	—0—	119.48	.....
Geography.....	30,505.40	28,994.09	677.47	—0—	833.84	.....
Geology.....	24,381.75	13,797.35	2,794.02	47.39	7,742.99	.....
History.....	50,021.06	49,389.36	304.03	—0—	327.67	.....
Marine Biology Laboratory.....	65,286.56	7,890.04	8,065.31	486.21	14,595.63	\$34,249.37
Mathematics.....	63,792.70	56,989.67	858.19	—0—	5,944.84	.....
Modern Languages.....	77,315.51	76,719.37	476.73	—0—	119.41	.....
Philosophy and Religion.....	26,286.76	26,062.85	135.50	—0—	88.41	.....
Physics.....	64,104.04	54,841.99	5,710.18	47.20	3,504.67	.....
Meteorology.....	5,556.42	—0—	1,065.26	—0—	4,491.16	.....
Physiology.....	27,324.87	19,353.58	2,184.13	—0—	5,787.16	.....
Political Science.....	37,760.00	37,178.63	163.38	—0—	417.99	.....
Psychology.....	69,547.29	67,914.96	1,140.46	249.92	241.95	.....
Psychology Clinic.....	1,579.73	—0—	533.18	98.55	948.00	.....
Sociology.....	33,786.86	33,564.56	222.30	—0—	—0—	.....
Speech.....	56,063.65	49,117.46	1,967.93	—0—	4,978.26	.....
Zoology.....	29,027.59	24,775.75	1,099.21	173.47	2,979.16	.....
All Depts. — A. & S.....	2,261.64	—0—	2,261.64	—0—	—0—	.....
X-Ray.....	5,036.78	2,898.32	3,580.62*	657.32	5,061.76	.....
ONR.....	8,476.76	4,444.96	2,917.68	—0—	1,114.12	.....
Tyndall Field.....	947.70	—0—	68.54	879.16	—0—	.....
GENERAL EDUCATION						
General Education Office.....	15,654.27	12,580.58	55.22	2,001.55	1,016.92	.....
Communications.....	48,022.61	47,683.15	187.72	—0—	151.74	.....
Health & Pers. Adjustment.....	6,011.20	5,620.52	238.48	—0—	152.20	.....
Humanities.....	17,364.99	16,447.04	643.49	—0—	274.46	.....
Biological Science.....	19,437.47	18,695.38	183.71	—0—	558.38	.....
Physical Science.....	6,056.39	5,778.45	147.46	—0—	130.48	.....
Mathematics.....	5,935.99	5,813.64	44.99	—0—	77.36	.....
Social Science.....	10,168.53	9,932.56	158.33	—0—	77.64	.....
History.....	15,499.96	15,370.40	129.56	—0—	—0—	.....
Speech.....	11,832.27	11,832.27	—0—	—0—	—0—	.....
	<u>\$1,285,182.70</u>	<u>\$1,104,853.00</u>	<u>\$54,157.50</u>	<u>\$15,676.55</u>	<u>\$76,246.28</u>	<u>\$34,249.37</u>

*Deficit

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
SCHOOL OF EDUCATION

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
Dean — School of Education.....	\$ 15,884.58	\$ 11,354.83	\$ 1,507.46	\$ 2,420.37	\$ 601.92
Education.....	127,549.30	124,956.52	51.84	2,457.44	83.50
Demonstration School.....	45,689.26	39,717.63	4,308.37	9.48	1,653.78
Art Ed. & Constr. Design.....	45,634.38	33,955.78	7,303.75	—0—	4,374.85
Kindergarten.....	5,426.33	4,173.55	1,082.46	—0—	170.32
Nursery School.....	21,318.73	16,455.84	3,928.51	21.70	912.68
Physical Education — Women.....	79,709.63	60,272.98	15,581.15	214.62	3,640.88
Physical Education — Men.....	80,195.70	65,209.84	7,239.49	393.69	7,352.68
Health Education.....	20,787.10	20,787.10	—0—	—0—	—0—
Mimeographing.....	150.00	—0—	150.00	—0—	—0—
Industrial Arts.....	438.35	—0—	416.85	—0—	21.50
Dem. School — Ind. Arts Supplies.....	175.60	—0—	175.60	—0—	—0—
	<u>\$442,958.96</u>	<u>\$376,884.07</u>	<u>\$ 41,745.48</u>	<u>\$ 5,517.30</u>	<u>\$ 18,812.11</u>

Schedule 1-D

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
SCHOOL OF HOME ECONOMICS
For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
Dean — Home Economics.....	\$ 7,266.21	\$ 5,307.86	\$ 1,027.08*	\$ 2,984.18	\$ 1.25
Clothing and Textiles.....	37,422.84	31,696.64	1,461.84	—0—	4,264.36
Food and Nutrition.....	40,959.70	36,454.21	3,593.67	26.37	885.45
Home and Family Life.....	49,380.28	45,501.34	1,602.72	—0—	2,276.22
Home Economics Education.....	12,345.96	8,696.61	580.31	—0—	3,069.04
Institution Administration.....	7,136.66	6,438.53	437.79	—0—	260.34
Textile and Research Lab.....	532.11	—0—	422.32	—0—	109.79
Mimeographing — All Depts.....	110.95	—0—	110.95	—0—	—0—
	<u>\$155,154.71</u>	<u>\$134,095.19</u>	<u>\$ 7,182.52</u>	<u>\$ 3,010.55</u>	<u>\$ 10,866.45</u>

*Deficit

Schedule 1-E

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
SCHOOL OF MUSIC

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
Dean of Music.....	\$ 10,059.35	\$ 7,374.90	\$ 869.20	\$ 1,809.25	\$ 6.00
Music.....	245,850.66	173,750.58	11,791.00	96.30	60,212.78
Music Camp.....	4,075.00	4,075.00	—0—	—0—	—0—
Public School Music.....	933.13	—0—	851.63	—0—	81.50
Orchestra.....	2,565.71	—0—	1,203.47	500.03	862.21
Glee Club.....	495.55	—0—	495.55	—0—	—0—
Band.....	889.86	—0—	404.77	—0—	485.09
Choir.....	761.01	—0—	761.01	—0—	—0—
Male Chorus.....	569.37	—0—	569.37	—0—	—0—
Mimeographing — All Depts.....	118.26	—0—	118.26	—0—	—0—
	<u>\$266,317.90</u>	<u>\$185,200.48</u>	<u>\$ 17,064.26</u>	<u>\$ 2,405.58</u>	<u>\$ 61,647.58</u>

Schedule 1-F

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
DIVISION OF APPLIED SOCIAL SCIENCES

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
School of Commerce.....	\$105,813.43	\$ 94,287.60	\$ 2,740.80	\$ 1,699.97	\$ 7,085.06
School of Journalism.....	32,202.88	28,832.21	2,142.61	414.67	813.39
School of Public Administration.....	44,783.01	39,098.72	1,545.51	1,968.03	2,170.75
Social Welfare.....	61,514.30	55,978.01	1,611.09	1,860.32	2,064.88
	<u>\$244,313.62</u>	<u>\$218,196.54</u>	<u>\$ 8,040.01</u>	<u>\$ 5,942.99</u>	<u>\$ 12,134.08</u>

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
LIBRARY

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
Library.....	<u>\$259,053.83</u>	<u>\$130,958.62</u>	<u>\$ 13,200.07</u>	<u>\$ 323.07</u>	<u>\$114,572.07</u>

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
SCHOOL OF LIBRARY TRAINING

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
Dean — Library Training and Service.....	\$ 23,247.57	\$ 15,390.08	\$ 2,596.89	\$ 789.43	\$ 4,471.17
Library Training.....	32,459.26	32,222.76	247.65	—0—	11.15*
Audio-Visual Services.....	28,573.79	17,643.63	7,812.59	364.19	2,753.38
	<u>\$ 84,280.62</u>	<u>\$ 65,256.47</u>	<u>\$ 10,657.13</u>	<u>\$ 1,153.62</u>	<u>\$ 7,213.40</u>

*Deficit

Schedule 1-I

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
RADIO STATION

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
Station WFSU.....	\$ 12,680.47	\$ 10,144.97	\$ 1,046.89	\$ 129.78	\$ 1,358.83

Schedule 1-J

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
EDUCATIONAL RESEARCH AND SERVICE

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
Educational Research and Service.....	\$ 9,738.95	\$ 8,143.72	\$ 804.06	\$ 183.60	\$ 607.57

Schedule 1-K

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
TEST SERVICE BUREAU

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
Test Service Bureau.....	\$ 9,375.25	\$ 6,482.86	\$ 2,823.94	\$ —0—	\$ 68.45

Schedule 1-L

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
MAINTENANCE AND ENGINEERING

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment	Buildings	Land
Engineer's Office.....	\$ 21,178.98	\$ 20,713.51	\$ 318.96	—0—	\$ 146.51	.....	.....
Carpenter Shop.....	40,082.49	78,751.43	51,980.99*	—0—	13,312.05	.....	.....
Electric Shop.....	13,709.69	52,165.00	44,486.36*	—0—	6,031.05	.....	.....
Machine Shop.....	11,352.82	17,797.83	6,546.46*	—0—	101.45	.....	.....
Auto & Refrigeration Shop.....	40,923.39	23,174.24	17,597.60	—0—	151.55	.....	.....
Paint Shop.....	20,483.09	42,406.39	22,108.19*	—0—	184.89	.....	.....
Plumbing Shop.....	1,931.52*	29,027.11	32,592.03*	\$ 18.42	1,614.98	.....	.....
Central Heating Plant.....	25,108.88	21,676.33	3,427.19	—0—	5.36	.....	.....
Landscaping & Greenhouse.....	36,511.80	28,836.52	6,435.98	—0—	1,239.30	.....	.....
Campus Police.....	39,062.81	38,295.27	750.38	—0—	17.16	.....	.....
Bus Drivers.....	32,293.69	32,293.69	—0—	—0—	—0—	.....	.....
Campus Labor.....	35,279.00	63,520.78	28,282.74*	—0—	40.96	.....	.....
Janitors and Maids.....	62,374.68	56,202.35	5,639.39	—0—	532.94	.....	.....
Service — Physical Education.....	11,973.03	11,973.03	—0—	—0—	—0—	.....	.....
Operation & Maintenance.....	411,254.91	—0—	158,734.58	982.96	13,700.74	\$233,336.63	\$ 4,500.00
Complete Music Auditorium.....	—0—	—0—	—0—	—0—	—0—	.....	.....
Scientific Equipment.....	—0—	—0—	—0—	—0—	—0—	.....	.....
Finish Music Building.....	—0—	—0—	—0—	—0—	—0—	.....	.....
Convert Old Laundry.....	—0—	—0—	—0—	—0—	—0—	.....	.....
Library Annex.....	—0—	—0—	—0—	—0—	—0—	.....	.....
W. C. Shop.....	85,363.14	91,641.38	7,970.57*	—0—	1,692.33	.....	.....
W. C. Janitors.....	2,173.99	—0—	2,120.27	—0—	53.72	.....	.....
	<u>\$887,194.87</u>	<u>\$608,474.86</u>	<u>\$ 1,057.01</u>	<u>\$ 1,001.38</u>	<u>\$ 38,824.99</u>	<u>\$233,336.63</u>	<u>\$ 4,500.00</u>

*Deficit

Schedule 1-M

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
MILITARY

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
ROTC	\$ 4,483.70	\$ 3,473.15	\$ 343.45	\$ 13.50	\$ 653.60
	<u>\$ 4,483.70</u>	<u>\$ 3,473.15</u>	<u>\$ 343.45</u>	<u>\$ 13.50</u>	<u>\$ 653.60</u>

Schedule 1-N

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
HOME DEMONSTRATION EXTENSION

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment
Home Demonstration Extension	\$22,016.79	\$16,866.23	\$ 2,562.70	\$ 2,126.64	\$ 461.22
	<u>\$22,016.79</u>	<u>\$16,866.23</u>	<u>\$ 2,562.70</u>	<u>\$ 2,126.64</u>	<u>\$ 461.22</u>

FLORIDA STATE UNIVERSITY
CURRENT DISBURSEMENTS BY OBJECT
MISCELLANEOUS ACCOUNTS

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment	Buildings	Land	Invest- ments
Refund.....	\$ 23.90*	—0—	\$ 23.90*	—0—	—0—	.....	—0—	.....
Revolving Fund.....	5,000.00	.....	5,000.00	.....	.....	.....	.....	.....
Westcott Estate Investments.....	10,242.39	.....	.....	.....	.....	.....	.....	\$10,242.39
Shop Building.....	22,052.94	.....	.....	.....	.....	\$ 22,052.94	.....	.....
	<u>\$ 37,271.43</u>	<u>—0—</u>	<u>\$ 4,976.10</u>	<u>—0—</u>	<u>—0—</u>	<u>\$ 22,052.94</u>	<u>—0—</u>	<u>\$10,242.39</u>

*Deficit

FLORIDA STATE UNIVERSITY
STATE FUNDS
TOTAL CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1950

	Total	Salaries and Wages	Expense	Travel	Equipment	Buildings	Land	Invest- ments
Grand Total Disbursements by Object.....	<u>\$4,320,433.56</u>	<u>\$3,310,015.20</u>	<u>\$254,577.41</u>	<u>\$43,769.47</u>	<u>\$407,690.15</u>	<u>\$289,638.94</u>	<u>\$4,500.00</u>	<u>\$10,242.39</u>

Schedule 2

FLORIDA STATE UNIVERSITY
STATE AUXILIARY FUND
STATEMENT OF PROFIT AND LOSS
For the Period July 1, 1949 to June 30, 1950

	Total	Special Repair & Truck	Bookstore	Dairy and Farm	Demon- stration School Lunch Room	Duplicat- ing Depart- ment	Laundry	Women's Residence Halls	Men's Residence Halls	Beaumont Fund	Gifts and Bequests
INCOME:											
Cash.....	\$ 872,192.03	\$ —	\$321,198.34	\$54,597.19	\$11,694.65	\$21,401.19	\$109,563.13	\$203,428.18	\$149,059.35	\$ 1,250.00	\$ —0—
Sales on Account.....	131,164.50	.....	98,699.35	24,279.15	—0—	2,203.39	5,982.61	—0—	—0—	—0—	.....
TOTAL INCOME.....	\$1,003,356.53	\$ —	\$419,897.69	\$78,876.34	\$11,694.65	\$23,604.58	\$115,545.74	\$203,428.18	\$149,059.35	\$ 1,250.00	\$ —0—
EXPENSES:											
Salaries.....	\$ 308,947.54	\$.....	\$ 27,673.41	\$26,408.84	\$ 2,781.72	\$14,685.35	\$ 79,998.36	\$ 97,009.10	\$ 60,390.76	\$ —0—	\$ —0—
Goods for Resale.....	309,190.39	.....	285,726.75	1,523.28	7,724.80	13,527.78	687.78	—0—	.....	.....	.....
Telephone & Telegraph.....	2,521.11	.....	203.36	210.66	20.93	35.66	68.36	1,222.63	759.51	.....	.....
Travel.....	763.06	.....	292.47	76.48	—0—	13.12	17.99	72.75	290.25	.....	.....
Laundry Service.....	2,459.42	.....	52.09	301.72	146.22	—0—	—0—	1,804.86	154.53	.....	.....
Stationery & Office Supplies.....	5,294.71	.....	439.04	1,410.47	25.41	—0—	735.92	1,632.74	1,051.13	.....	.....
Heat, Light, Power, Water and Gas	28,141.17	.....	—0—	847.64	—0—	—0—	628.43	12,982.60	13,682.50	.....	.....
Repairs to Buildings.....	39,977.43	.....	24.29	2,394.11	—0—	—0—	1,377.68	25,445.78	10,735.57	.....	.....
Repairs to Equipment.....	14,089.15	.....	71.60	2,725.27	.44	260.50	4,278.46	5,436.67	1,316.21	.....	.....
Cleaning & Laundry Supplies.....	14,394.70	.....	35.26	228.87	97.21	50.11	6,826.46	5,643.18	1,513.61	.....	.....
Hand Tools & Minor Equipment...	1,648.87	.....	1.88	612.03	—0—	4.00	134.53	576.02	320.41	.....	.....
Gas, Oil & Lubricants.....	841.16	.....	—0—	838.83	—0—	1.09	1.24	—0—	.....	.....	.....
Taxes.....	1,078.51	.....	1,078.51	—0—	—0—	—0—	—0—	—0—	.....	.....	.....
Insurance.....	309.87	.....	—0—	109.65	—0—	—0—	200.22	—0—	.....	.....	.....
Rental of Equipment.....	688.72	.....	4.72	684.00	—0—	—0—	—0—	—0—	.....	.....	.....
Agricultural Supplies.....	9,147.00	.....	—0—	9,147.00	—0—	—0—	—0—	—0—	.....	.....	.....
Feed.....	33,159.84	.....	—0—	33,159.84	—0—	—0—	—0—	—0—	.....	.....	.....
Other Expenses.....	10,615.47	.....	470.59	1,000.18	494.24	23.23	1,434.65	5,020.92	2,171.66	.....	.....
TOTAL EXPENSES.....	\$ 783,268.12	\$ —0—	\$316,073.97	\$81,678.87	\$11,290.97	\$28,600.84	\$ 96,390.08	\$156,847.25	\$ 92,386.14	\$ —0—	\$ —0—
Beginning Inventory 7-1-49.....	64,860.58	.....	61,447.99	—0—	—0—	1,569.37	1,843.22	—0—	—0—	.....	.....
Ending Inventory 6-30-50.....	\$ 848,128.70	\$ —0—	\$377,521.96	\$81,678.87	\$11,290.97	\$30,170.21	\$ 98,233.30	\$156,847.25	\$ 92,386.14	\$ —0—	\$ —0—
	64,189.19	.....	50,395.37	6,828.42	—0—	3,996.06	2,969.34	—0—	—0—	.....	.....
	\$ 783,939.51	\$ —0—	\$327,126.59	\$74,850.45	\$11,290.97	\$26,174.15	\$ 95,263.96	\$156,847.25	\$ 92,386.14	\$ —0—	\$ —0—
Operating Profit.....	\$ 219,417.02	\$ —0—	\$ 92,771.10	\$ 4,025.89	\$ 403.68	\$ 2,569.57*	\$ 20,281.78	\$ 46,580.93	\$56,673.21	\$ 1,250.00	\$ —0—
Surplus 7-1-49.....	359,646.65	60,812.41	142,180.70	4,560.61*	1,042,86*	8,524.65	102,868.58	21,321.65*	47.88	62,161.93	9,975.62
Equipment Purchases.....	\$ 579,063.67	\$60,812.41	\$234,951.80	\$ 534.72*	\$ 639.18*	\$ 5,955.08	\$123,150.36	\$ 25,259.28	\$ 56,721.09	\$63,411.93	\$9,975.62
	86,004.77	—0—	159.88	955.12	—0—	248.86	36,368.42	16,472.80	31,799.69	—0—	—0—
Surplus 6-30-50.....	\$ 493,058.90	\$60,812.41	\$234,791.92	\$ 1,489.84*	\$ 639.18*	\$ 5,706.22	\$ 86,781.94	\$ 8,786.48	\$ 24,921.40	\$63,411.93	\$9,975.62

*Deficit

Schedule 3

**FLORIDA STATE UNIVERSITY
COLLEGE AUXILIARY FUND
SCHOLARSHIPS
1949-1950**

	Balance 7-1-49	Additions	Gifts	Balance 6-30-50
Borden Home Economics Award.....	\$ 600.00	\$1,500.00	\$ 300.00	\$1,800.00
DuPont Gift Scholarship.....	45.02	2,100.00	1,950.00	195.02
Joyce Anne Turner Scholarship.....	400.00	—0—	—0—	400.00
War Orphan Scholarship.....	140.00	300.00	300.00	140.00
Miriam Phillips Scholarship.....	280.00	—0—	—0—	280.00
Encyclopedia Britannica.....	220.00	—0—	220.00	—0—
FSU Pan-Hellenic.....	125.00	—0—	125.00	—0—
Senior Class.....	300.00	—0—	300.00	—0—
Beta Sigma Phi.....	—0—	500.00	300.00	200.00
Patricia Ann Perry.....	—0—	100.00	—0—	100.00
Miami Rotary Club.....	—0—	403.49	403.49	—0—
G. H. Garmany.....	1,000.00	—0—	1,000.00 (x)	—0—
TOTAL.....	<u>\$3,110.02</u>	<u>\$4,903.49</u>	<u>\$4,898.49</u>	<u>\$3,115.02</u>

(x) Transferred to loan funds.

Schedule 4

FLORIDA STATE UNIVERSITY
COLLEGE AUXILIARY FUND
LOAN FUNDS
1949-1950

	Balance 7-1-49	Additions	Interest	Total	Gifts	Bad Accounts	Balance 6-30-50	Notes Receivable	Cash	Bonds
Alumni Loan Fund.....	\$ 3,718.95		\$ 44.61	\$ 3,763.56	\$.....	\$.....	\$ 3,763.56	\$ 2,295.49	\$ 1,468.07	.....
University Loan Fund.....	7,018.15	\$ 215.25	251.04	7,484.44	.....	.....	7,484.44	3,920.80	3,563.64	.....
Anna E. Chaires Loan Fund.....	309.21			309.21	.....	.....	309.21		309.21	.....
Miriam T. Compton Loan Fund.....	530.00	25.00	3.83	558.83	.....	.....	558.83		558.83	.....
Augusta Conradi Loan Fund.....	368.61			368.61	.....	.....	368.61		368.61	.....
Edward Conradi Loan Fund.....	1,515.91		10.48	1,526.39	.....	.....	1,526.39	732.71	793.68	.....
Rose Denham Loan Fund.....	454.02		11.44	465.46	.....	.....	465.46	.32	465.14	.....
Flastacowo Loan Fund.....	35.34			35.34	.....	.....	35.34		35.34	.....
Theresa Green Loan Fund.....	116.42			116.42	.....	.....	116.42		116.42	.....
Kappa Delta Pi Loan Fund.....	227.21	400.00		627.21	227.21(x)	.....	400.00	350.00	50.00	.....
Robert E. Lee Loan Fund.....	580.00		35.42	615.42	.....	.....	615.42	395.00	220.42	.....
Leon Hi D. C. T. Loan Fund.....	400.00			400.00	.....	.....	400.00	199.99	200.01	.....
Rowena Longmire Loan Fund.....	532.82			532.82	.....	.....	532.82		532.82	.....
Omicron Nu Pi Loan Fund.....	45.20			45.20	.....	.....	45.20		45.20	.....
Mary S. Opperman Loan Fund.....	320.01			320.01	.....	.....	320.01	315.00	5.01	.....
Ft. Lauderdale Pan Hellenic Loan Fund.....	398.36	201.64	1.77	601.77	.....	.....	601.77	500.00	101.77	.....
Lake Wales Pan Hellenic Loan Fund.....	634.05			634.05	.....	.....	634.05	57.43	576.62	.....
Pilot Club of Ocala Loan Fund.....	1,000.00			1,000.00	.....	.....	1,000.00		1,000.00	.....
School of Music Loan Fund.....	276.52			276.52	.....	.....	276.52		276.52	.....
Special Loan Fund.....	442.67			442.67	.....	.....	442.67		442.67	.....
George Washington Loan Fund.....	875.00		3.68	878.68	.....	.....	878.68	588.68	290.00	.....
Louise S. Beach Loan Fund.....	100.00		.30	100.30	.....	.....	100.30		100.30	.....
Jacksonville Woman's Club Loan Fund.....	513.50		1.04	514.54	.....	.....	514.54		514.54	.....
Humble Oil Loan Fund.....	28,985.69	1,113.89(xx)	180.77	30,280.35	400.00	.....	29,880.35	10,978.96	1,098.61*	\$20,000.00
Freshman Loan Fund.....	450.68			450.68	.....	.....	450.68		450.68	.....
Bristol Social Work Loan Fund.....	—0—	500.00		500.00	.....	.....	500.00		500.00	.....
F. F. W. C. Loan Fund.....	—0—	95.00	40.24	135.24	.....	.....	135.24		135.24	.....
G. H. Garmany Loan Fund.....	—0—	1,000.00		1,000.00	.....	.....	1,000.00	413.66	586.34	.....
United Daughters of the Confederacy.....	—0—	200.00		200.00	200.00	.....	—0—			.....
TOTAL.....	\$49,848.32	\$ 3,750.78	\$ 584.62	\$54,183.72	\$827.21	—0—	\$53,356.51	\$20,748.04	\$12,608.47	\$20,000.00

(x) Returned to Kappa Delta Pi

(xx) Interest of prior years

* Deficit

Schedule 5

FLORIDA STATE UNIVERSITY
STUDENT ALUMNI BUILDING
STATEMENT OF PROFIT AND LOSS
For the Year Ended June 30, 1950

RECEIPTS.....		\$19,661.92
EXPENSES:		
Salaries.....	\$12,639.05	
Stationery & Office Supplies.....	27.34	
Telephone & Telegraph.....	71.42	
Heat, Light, Power, Water.....	1,155.04	
Laundry Service.....	326.77	
Cleaning & Laundry Supplies.....	756.98	
Household Supplies.....	200.90	
Repairs to Equipment.....	1,398.65	
Repairs to Building.....	3,777.21	
Other Expenses.....	113.23	
TOTAL EXPENSE.....		20,466.59
Profit in Operations.....		\$ 804.67*
Equipment.....		856.20
		\$ 1,660.87*
Surplus 7-1-49.....		18,056.58
Surplus 6-30-50.....		\$16,395.71
*Deficit		

Schedule 6

FLORIDA STATE UNIVERSITY
ATHLETICS
STATEMENT OF PROFIT AND LOSS
For the Year Ended June 30, 1950

RECEIPTS.....		\$82,753.88
EXPENSES:		
Salaries.....	\$ 3,115.51	
Stationery & Office Supplies.....	248.25	
Telephone & Telegraph.....	674.30	
Printing.....	5,843.79	
Contractual Services.....	7,031.70	
Travel.....	28,683.86	
Medical, Surgical & Dental Supplies.....	1,640.06	
Clothing.....	1,480.66	
Laundry.....	2,036.02	
Rental.....	1,110.29	
Insurance.....	440.57	
Awards.....	1,224.77	
Taxes.....	5,313.00	
Educational Supplies.....	12,838.44	
Repairs to Equipment.....	1,487.50	
Other Expenses.....	2,872.00	
TOTAL EXPENSES.....		76,040.72
Operating Profit.....		\$ 6,713.16
Equipment.....		2,018.26
		\$ 4,694.90
Surplus 7-1-49.....		1,943.35
Surplus 6-30-50.....		\$ 6,638.25

Schedule 7

FLORIDA STATE UNIVERSITY
ARTIST SERIES
STATEMENT OF PROFIT AND LOSS
For the Year Ended June 30, 1950

TICKET SALES & STUDENT FEES.....		\$19,952.71
EXPENSES:		
Salaries.....	\$ 2,624.53	
Stationery & Office Supplies.....	72.55	
Telephone & Telegraph.....	123.08	
Printing.....	1,086.40	
Contractual Services.....	16,883.86	
Taxes.....	1,032.68	
Repairs to Equipment.....	37.72	
Other Expenses.....	714.57	
TOTAL EXPENSES.....		<u>22,575.39</u>
Profit from Operations.....		\$ 2,622.68*
Equipment.....		<u>207.29</u>
		\$ 2,829.97*
Surplus 7-1-49.....		<u>5,530.27</u>
Surplus 6-30-50.....		<u>\$ 2,700.30</u>
*Deficit		

Schedule 8

FLORIDA STATE UNIVERSITY
WEST CAMPUS STUDENT UNION
STATEMENT OF PROFIT AND LOSS
For the Year Ended June 30, 1950

SALES AND STUDENT FEES.....		\$62,739.31
COST OF GOODS SOLD:		
Inventory 7-1-49.....	\$ 556.12	
Purchases for Resale.....	37,208.73	
	<u>\$37,764.85</u>	
Inventory 6-30-50.....	859.92	36,904.93
GROSS PROFIT.....		<u>\$25,834.38</u>
EXPENSES:		
Salaries.....	\$17,595.90	
Stationery & Office Supplies.....	105.10	
Telephone & Telegraph.....	163.60	
Laundry Service.....	164.26	
Cleaning & Laundry Supplies.....	410.94	
Household Supplies.....	154.27	
Repairs to Equipment.....	1,320.31	
Repairs to Buildings.....	570.34	
Other Expenses.....	532.66	
TOTAL EXPENSES.....		<u>21,017.38</u>
Operating Profit.....		\$ 4,817.00
Equipment.....		<u>810.38</u>
		\$ 4,006.62
Surplus 7-1-49.....		<u>3,988.33</u>
Surplus 6-30-50.....		<u>\$ 7,994.95</u>

Schedule 9

**FLORIDA STATE UNIVERSITY
SODA SHOP
STATEMENT OF PROFIT AND LOSS**

For the Year Ended June 30, 1950

SALES.....		\$68,246.43
COST OF GOODS SOLD:		
Inventory 7-1-49.....	\$ 662.66	
Purchases for Resale.....	45,049.23	
Inventory 6-30-50.....	\$45,711.89	
	775.25	44,936.64
GROSS PROFIT.....		\$23,309.79
EXPENSES:		
Salaries.....	\$15,286.66	
Stationery & Office Supplies.....	180.22	
Telephone & Telegraph.....	21.08	
Heat, Light, Power & Water.....	342.25	
Laundry Service.....	254.12	
Cleaning & Laundry Supplies.....	312.76	
Household Supplies.....	934.56	
Repairs to Equipment.....	137.00	
Repairs to Buildings.....	189.09	
Other Expenses.....	674.84	
TOTAL EXPENSES.....		18,332.58
NET PROFIT.....		\$ 4,977.21
Surplus 7-1-49.....		13,083.08
Surplus 6-30-50.....		\$18,060.29

Schedule 10

FLORIDA STATE UNIVERSITY
COLLEGE AUXILIARY FUND
WEST CAMPUS CAFETERIA
STATEMENT OF PROFIT AND LOSS

For the Year Ended June 30, 1950

Sales.....			\$112,217.80
COST OF GOODS SOLD:			
Inventory 7-1-49.....	\$	791.29	
Purchases.....		64,061.12	
		<u>\$64,852.41</u>	
Inventory 6-30-50.....		530.45	64,321.96
Gross Profit.....			<u>\$ 47,895.84</u>
EXPENSES:			
Salaries — Professional.....	\$	8,020.42	
Salaries — Non-Professional.....		21,311.76	
Stationery & Office Supplies.....		138.44	
Telephone & Telegraph.....		129.39	
Heat, Light, Power & Water.....		1,840.82	
Laundry Service.....		734.40	
Repairs to Equipment.....		934.33	
Repairs to Building.....		416.73	
China, Glassware, etc.....		567.11	
Other Expenses.....		101.91	
Inventory 7-1-49.....	\$	395.48	
Cleaning Supplies.....		945.30	
Operating Supplies.....		3,735.11	
		<u>\$ 5,075.89</u>	
Inventory 6-30-50.....		323.42	4,752.47
TOTAL EXPENSES.....			<u>38,947.78</u>
Profit from Operations.....			<u>\$ 8,948.06</u>
Equipment.....			1,143.06
			<u>\$ 7,805.00</u>
Deficit 7-1-49.....			9,705.74*
Deficit 6-30-50.....			<u>\$ 1,900.74*</u>

*Deficit

Schedule 11

FLORIDA STATE UNIVERSITY
CAMP FLASTACOWO
STATEMENT OF PROFIT AND LOSS

For the Year Ended June 30, 1950

RECEIPTS.....		\$11,085.70
Transfer from Dept. 648.....		549.38
		<u>\$11,635.08</u>
EXPENSES:		
Salaries.....	\$ 6,757.59	
Telephone & Telegraph.....	208.04	
Heat, Light, Power & Water.....	737.97	
Laundry Service.....	21.60	
Cleaning & Laundry Supplies.....	64.77	
Household Supplies.....	19.12	
Repairs to Equipment.....	422.28	
Repairs to Buildings.....	14.94	
Other Expenses.....	180.72	
		<u>8,427.03</u>
TOTAL EXPENSES.....		8,427.03
Operating Profit.....		\$ 3,208.05
Building.....	\$ 8,084.08	
Equipment.....	895.69	
		<u>8,979.77</u>
		\$ 5,771.72*
Surplus 7-1-49.....		13,510.55
Surplus 6-30-50.....		<u>\$ 7,738.83</u>

*Deficit

Schedule 12

FLORIDA STATE UNIVERSITY
GARNET AND GOLD SNACK BAR
STATEMENT OF PROFIT AND LOSS

For the Year Ended June 30, 1950

Receipts.....	\$ 1,909.79
Expenses:.....	1,684.56
	<u>\$ 225.23</u>
Operating Profit.....	117.42*
Deficit 7-1-49.....	
Surplus 6-30-50.....	<u>\$ 107.81</u>

*Deficit

Schedule 13

FLORIDA STATE UNIVERSITY
COLLEGE AUXILIARY FUND
THEATRE
STATEMENT OF PROFIT AND LOSS

For the Year Ended June 30, 1950

RECEIPTS.....		\$ 1,511.22
EXPENSES:		
Salaries.....	\$ 63.50	
Stationery & Supplies.....	14.33	
Printing.....	530.54	
Laundry Service.....	1.60	
Professional Fees.....	410.00	
Building Materials.....	479.53	
Clothing.....	45.00	
Educational Supplies.....	168.54	
Rental of Equipment.....	40.00	
Registrations, Dues, Fees, etc.....	65.00	
Taxes.....	250.15	
Other Expenses.....	76.01	
TOTAL EXPENSES.....		2,144.20
Profit from Operations.....		\$ 632.98*
Equipment.....		76.11
		\$ 709.09*
Surplus 7-1-49.....		504.74
Surplus 6-30-50.....		\$ 204.35*

*Deficit

Schedule 14

**FLORIDA STATE UNIVERSITY
MABRY HEIGHTS
STATEMENT OF PROFIT AND LOSS**
For the Year Ended June 30, 1950

RENT AND GAS SALES.....			\$48,465.93
COST OF GOODS SOLD:			
Inventory-Gas-7-1-49.....	\$	866.88	
Purchases.....		4,536.39	
Inventory 6-30-50.....	\$	5,403.27	
		765.92	4,637.35
GROSS PROFIT.....			\$43,828.58
EXPENSES:			
Salaries.....	\$	8,930.98	
Stationery & Office Supplies.....		11.60	
Telephone & Telegraph.....		72.53	
Heat, Light, Power & Water.....		923.21	
Chemicals & Laboratory Supplies.....		98.97	
Gasoline, Oil & Lubricants.....		38.60	
Hand Tools & Minor Equipment.....		71.81	
Cleaning & Laundry Supplies.....		39.00	
Household Supplies.....		383.61	
Repairs to Equipment.....		1,652.45	
Repairs to Buildings.....		7,076.34	
Other Expenses.....		331.65	
TOTAL EXPENSES.....		\$19,630.75	
Supply Inventory 7-1-49.....	\$	362.52	
Supply Inventory 6-30-50.....		2,493.01	2,130.49*
			17,500.26
Operating Profit.....			\$26,328.32
Equipment.....			346.64
			\$25,981.68
Surplus 7-1-49.....			27,684.28
			\$53,665.96
Surplus 6-30-50.....			
*Deficit			

Schedule 15

**FLORIDA STATE UNIVERSITY
RENTAL BUDGET
STATEMENT OF PROFIT AND LOSS**
For the Year Ended June 30, 1950

RECEIPTS.....		\$ 4,656.11
EXPENSES:		
Salaries.....	\$	618.02
Stationery & Office Supplies.....		9.80
Telephone & Telegraph.....		45.65
Heat, Light, Power & Water.....		2,013.79
Repairs to Equipment.....		283.40
Repairs to Buildings.....		1,634.81
Other Expenses.....		2.24
TOTAL EXPENSES.....		4,607.71
Profit from Operations.....	\$	48.40
Equipment.....		77.90
		\$ 29.50*
Surplus 7-1-49.....		17,399.02
		\$17,369.52
Surplus 6-30-50.....		
*Deficit		

Schedule 16

**FLORIDA STATE UNIVERSITY
INTEREST ON INVESTMENTS
STATEMENT OF INCOME AND EXPENDITURES**

For the Year Ended June 30, 1950

Balance 7-1-49.....	\$ 3,827.31
Receipts.....	2,113.43
	<u>\$ 5,940.74</u>
Expenditures.....	5,940.74
Balance 6-30-50.....	<u>\$ —0—</u>

Schedule 17

**FLORIDA STATE UNIVERSITY
TAX ASSESSORS' COURSE
STATEMENT OF INCOME AND EXPENDITURES**

For the Year Ended June 30, 1950

Balance 7-1-49.....	\$ 513.35
Receipts.....	266.00
	<u>\$ 779.35</u>
Expenditures.....	646.25
Balance 6-30-50.....	<u>\$ 133.10</u>

Schedule 18

**FLORIDA STATE UNIVERSITY
HOME MANAGEMENT HOUSE
STATEMENT OF PROFIT AND LOSS**

For the Year Ended June 30, 1950

Receipts.....	\$ 3,258.91
EXPENSES:	
Stationery and Office Supplies.....	\$ 7.10
Telephone and Telegraph.....	22.78
Travel.....	39.44
Laundry Service.....	63.22
Cleaning and Laundry Supplies.....	49.02
Food.....	2,036.54
Household Supplies.....	200.51
Rent.....	36.00
Repairs to Equipment.....	37.11
Repairs to Buildings.....	106.30
Other Expenses.....	161.67
	<u>2,759.69</u>
TOTAL EXPENSES.....	<u>\$ 499.22</u>
	215.02
Surplus 6-30-50.....	<u>\$ 284.20</u>

Schedule 19

FLORIDA STATE UNIVERSITY
WOMEN'S BOWLING ALLEY
STATEMENT OF PROFIT AND LOSS
For the Year Ended June 30, 1950

Receipts.....	\$ 400.89
Expenses:.....	57.64
Surplus 6-30-50.....	<u>\$ 343.25</u>

Schedule 20

FLORIDA STATE UNIVERSITY
SALES TAX FEES
STATEMENT OF INCOME AND EXPENDITURES
For the Year Ended June 30, 1950

Receipts.....	\$ 21.44
Expenditures.....	—0—
Balance 6-30-50.....	<u>\$ 21.44</u>

Schedule 21

FLORIDA STATE UNIVERSITY
HOMEcoming
STATEMENT OF INCOME AND EXPENDITURES
For the Year Ended June 30, 1950

Balance 7-1-49.....	\$ —0—
Receipts.....	5,049.37
Expenditures.....	<u>\$ 5,049.37</u> 4,055.40
Balance 6-30-50.....	<u>\$ 993.97</u>

FLORIDA STATE UNIVERSITY
STUDENT ACTIVITIES
STATEMENT OF RECEIPTS AND DISBURSEMENTS
For the Year Ended June 30, 1950

	Balance 7-1-49	Receipts 7-1-49 to 6-30-50	Total	Disburse- ments 7-1-49 to 6-30-50	Balance 6-30-50
Flambeau.....	\$ 11,150.15	\$ 13,489.51	\$ 24,639.66	\$ 19,078.61	\$ 5,561.05
Dramatics.....	1,731.87	3,028.78	4,760.65	3,158.33	1,602.32
Tally - Ho.....	203.09*	30,936.89	30,733.80	4,151.12	26,582.68
Talaria.....	3,502.16	2,407.88	5,910.04	3,988.22	1,921.82
Class of 1950.....	985.85	220.48	1,206.33	1,206.33	—0—
Class of 1951.....	690.15	230.08	920.23	20.27	899.96
Class of 1952.....	160.83	891.48	1,052.31	577.80	474.51
Class of 1953.....	—0—	445.71	445.71	105.17	340.54
U. G. A.....	2,267.72	1,339.21	3,606.93	452.42	3,154.51
M. G. A.....	147.41	352.14	499.55	114.35	385.20
W. G. A.....	304.44	352.14	656.58	262.38	394.20
U. R. A.....	5,456.52	6,641.03	12,097.55	4,483.89	7,613.66
Music Camp.....	130.15*	1,280.00	1,149.85	825.78	324.07
Band.....	245.90*	1,762.26	1,516.36	502.50	1,013.86
Orchestra.....	182.72	478.45	661.17	478.53	182.64
Glee Club.....	46.79	455.10	501.89	400.98	100.91
Chorus.....	69.18*	257.98	188.80	180.79	8.01
Student Radio.....	—0—	—0—	—0—	—0—	—0—
Social Fund — Men.....	1,170.80	2,203.23	3,374.03	1,215.52	2,158.51
Social Fund — Women.....	2,571.06	2,216.39	4,787.45	3,482.19	1,305.26
Recreation.....	1,824.22	4,803.01	6,627.23	5,713.47	913.76
Building and Equipment.....	23,602.23	12,482.20 (1)	36,084.43	5,308.16	30,776.27
Building Reserve Fund.....	42,198.76	440.98	42,639.74	400.00	42,239.74
Handbook.....	1,716.73	—0—	1,716.73	—0—	1,716.73
Carried Forward.....	\$ 99,062.09	\$ 86,714.93	\$185,777.02	\$ 56,106.81	\$129,670.21

FLORIDA STATE UNIVERSITY

Schedule 22 (Cont.)

FLORIDA STATE UNIVERSITY
STUDENT ACTIVITIES
STATEMENT OF RECEIPTS AND DISBURSEMENTS
For the Year Ended June 30, 1950

PRESIDENT'S REPORT

	Balance 7-1-49	Receipts 7-1-49 to 6-30-50	Total	Disburse- ments 7-1-49 to 6-30-50	Balance 6-30-50
Brought Forward.....	\$ 99,062.09	\$ 86,714.93	\$185,777.02	\$ 56,106.81	\$129,670.21
Conventions.....	—0—	1,762.26	1,762.26	924.50	837.76
Debate.....	—0—	984.50	984.50	921.28	63.22
Budget Committee Reserve.....	8,355.70	—0—	8,355.70	951.36	7,404.34
Homecoming.....	1,562.20	—0—	1,562.20	1,562.20	—0—
Permanent Classes.....	3,927.80	1,104.37	5,032.17	—0—	5,032.17
S. S. Social Fund — Men.....	311.91	310.15	622.06	18.38	603.68
S. S. Social Fund — Women.....	269.86	310.15	580.01	33.27	546.74
Amateur Night.....	12.49	7.21	19.70	19.70	—0—
Summer Recreation.....	1,605.63	2,097.21	3,702.84	1,434.59	2,268.25
Summer Recreation.....	682.72*	—0—	682.72*	—0—	682.72*
Summer Athletics.....	2,329.34	1,478.83	3,808.17	942.34	2,865.83
Summer Flambeau.....	1,262.12	1,487.46	2,749.58	795.61	1,953.97
Recreational Equipment & Supplies.....	—0—	3,822.92	3,822.92	—0—	3,822.92
Court Lighting & Repairs.....	3,030.80	1,419.95	4,450.75	2,516.21	1,934.54
Lighting of Tennis Courts.....	2,494.61	1,168.74	3,663.35	2,119.95	1,543.40
S. S. Building & Equipment.....	—0—	428.97	428.97	—0—	428.97
Bus to Camp.....	374.11	175.27	549.38	549.38	—0—
S. S. Salaries.....	1,012.47	1,517.96	2,530.43	929.90	1,600.53
Special or Contingent.....	—0—	693.94	693.94	—0—	693.94
TOTAL.....	\$124,928.41	\$105,484.82	\$230,413.23	\$ 69,825.48	\$160,587.75

(1) \$4,826.85 transferred from Interest on Investments account as previously undistributed income.

* Deficit

Schedule 23

FLORIDA STATE UNIVERSITY
GENERAL EDUCATION BOARD
STATEMENT OF INCOME AND EXPENDITURES
For the Year Ended June 30, 1950

Balance 7-1-49.....	\$ 1,850.00
Expenditures.....	1,850.97
Balance 6-30-50.....	<u>\$.97*</u>

*Deficit

Schedule 24

FLORIDA STATE UNIVERSITY
GRUNWALD RESEARCH GRANT
STATEMENT OF RECEIPTS AND DISBURSEMENTS
For the Year Ended June 30, 1950

Receipts.....	\$ 5,000.00
Expenses.....	1,901.45
Surplus 6-30-50.....	<u>\$ 3,098.55</u>

Schedule 25

FLORIDA STATE UNIVERSITY
SLOAN KETTERING RESEARCH GRANT
STATEMENT OF RECEIPTS AND DISBURSEMENTS
For the Year Ended June 30, 1950

Receipts.....	\$ 2,200.00
Expenses.....	1,114.09
Surplus 6-30-50.....	<u>\$ 1,085.91</u>

Schedule 26

FLORIDA STATE UNIVERSITY
HERZ RESEARCH GRANT
STATEMENT OF RECEIPTS AND DISBURSEMENTS
For the Year Ended June 30, 1950

Receipts.....	\$ 3,000.00
Expenses.....	488.02
Surplus 6-30-50.....	\$ 2,511.98

Schedule 27

FLORIDA STATE UNIVERSITY
DEPOSITS
STATEMENT OF INCOME AND EXPENDITURES
For the Year Ended June 30, 1950

Balance 7-1-49.....	\$17,419.69
Receipts.....	17,867.18
Expenditures.....	\$35,286.87
	28,763.58
Balance 6-30-50.....	\$ 6,523.29

Schedule 28

FLORIDA STATE UNIVERSITY
DINING HALL
STATEMENT OF PROFIT AND LOSS
For the Year Ended June 30, 1950

Sales.....		\$437,378.62
COST OF GOODS SOLD:		
Inventory 7-1-49.....	\$ 7,562.35	
Purchases.....	252,529.27	
	<u>\$260,091.62</u>	
Inventory 6-30-50.....	9,571.19	250,520.43
Gross Profit.....		<u>\$186,858.19</u>
EXPENSES:		
Salaries — Professional.....	\$ 13,038.75	
Salaries — Non-Professional.....	144,301.76	
Stationery & Office Supplies.....	288.85	
Printing, Binding & Mimeographing.....	419.57	
Telephone & Telegraph.....	306.73	
Heat, Light, Power & Water.....	8,120.99	
Laundry Service.....	4,101.55	
Cleaning & Laundry Supplies.....	3,090.85	
Operating Supplies.....	12,665.28	
Repairs to Equipment.....	2,824.74	
Repairs to Buildings.....	5,598.77	
China, Glass, Silver, etc.....	1,524.69	
Travel.....	219.60	
Contractual Services.....	300.94	
Insurance.....	270.60	
Postage.....	29.40	
Rent for Employees.....	20.00	
Transfer to Revenue Cert. Fund.....	4,430.24	
	<u></u>	
TOTAL EXPENSES.....		<u>201,553.31</u>
Operating Loss.....		\$ 14,695.12 *(1)
OTHER INCOME:		
Rent.....	\$ 280.00	
Service Charge.....	865.70	
Gift from Revenue Cert. Fund.....	2,002.75	
Miscellaneous.....	233.96	
	<u></u>	
		3,382.41
Equipment.....		<u>\$ 11,312.71*</u>
		1,391.96
		<u>\$ 12,704.67*</u>
Deficit 7-1-49.....		61,638.91*
Deficit 6-30-50.....		<u>\$ 74,343.58*</u>

(1) No depreciation is shown on buildings or equipment.

* Deficit

Schedule 29

**FLORIDA STATE UNIVERSITY
LANDIS HALL
STATEMENT OF PROFIT AND LOSS
For the Year Ended June 30, 1950**

Receipts.....		\$27,691.48
EXPENSES:		
Salaries.....	\$13,594.86	
Stationery & Office Supplies.....	76.47	
Telephone & Telegraph.....	141.89	
Heat, Light, Power, Water, etc.....	3,052.01	
Laundry Service.....	361.75	
Cleaning & Laundry Supplies.....	216.52	
Household Supplies.....	1,487.51	
Repairs to Building.....	3,713.65	
Repairs to Equipment.....	765.53	
Printing & Binding.....	48.45	
Miscellaneous Expense.....	21.47	
TOTAL EXPENSES.....		23,480.11
Profit from Operations.....		\$ 4,211.37
Equipment.....		208.66
		\$ 4,002.71
Surplus 7-1-49.....		2,294.81
Surplus 6-30-50.....		\$ 6,297.52

Schedule 30

**FLORIDA STATE UNIVERSITY
UNIVERSITY HOSPITAL
STATEMENT OF PROFIT AND LOSS
For the Year Ended June 30, 1950**

Receipts.....		\$110,342.41
EXPENSES:		
Salaries.....	\$ 58,118.92	
Stationery & Office Supplies.....	141.21	
Telephone & Telegraph.....	430.18	
Heat, Light, Power & Water.....	882.41	
Laundry Service.....	2,018.88	
Cleaning & Laundry Supplies.....	319.45	
Repairs to Building.....	3,569.52	
Repairs to Equipment.....	757.38	
Medical Supplies.....	11,032.93	
Food.....	7,746.37	
Household Supplies.....	200.11	
Professional Fees & Consulting Services.....	3,708.25	
Printing & Binding.....	65.36	
Freight & Express.....	488.24	
Travel.....	325.88	
Contractual Services.....	60.65	
Miscellaneous Expenses.....	117.33	
TOTAL EXPENSES.....		89,983.07
Profit from Operations.....		\$ 20,359.34
Equipment.....		7,746.69
		\$ 12,612.65
Surplus 7-1-49.....		21,643.12
Surplus 6-30-50.....		\$ 34,255.77

Schedule 31

FLORIDA STATE UNIVERSITY
BRYAN HALL OPERATING ACCOUNT
6-7-072-630
1949-1950

Receipts		\$ 9,568.56
EXPENSES:		
Salaries	\$5,592.97	
Heat, Light, Gas & Water	626.56	
Telephone & Telegraph	81.55	
Laundry Service	92.10	
Stationery & Office Supplies	.60	
Cleaning & Laundry Supplies	39.33	
Household Supplies	60.09	
Repairs to Equipment	136.15	
		<u>6,629.35</u>
Profit from Operations		\$2,939.21
Equipment		52.04
Surplus 6-30-50		<u>\$2,887.17</u>

Schedule 32

FLORIDA STATE UNIVERSITY
NEW MEN'S DORMITORY
6-7-072-680
1949-1950

Receipts	\$5,949.35
Expenses	<u>—0—</u>
Surplus 6-30-50	<u>\$5,949.35</u>

Schedule 33

FLORIDA STATE UNIVERSITY
COLLEGE BANK
STATEMENT OF DEPOSITS AND WITHDRAWALS
For the Year Ended June 30, 1950

Balance 7-1-49	\$ 46,114.81
Deposits	1,314,174.74
	<u>\$1,360,289.55</u>
Withdrawals	1,312,827.05
Balance 6-30-50	<u>\$ 47,462.50</u>

Schedule 34

FLORIDA STATE UNIVERSITY
PLANT FUNDS
1949-1950

	Land	Buildings	Improve- ments	Equipment	Cash	Bonds	Total
Balance July 1, 1949	\$192,503.15	\$7,666,326.67	\$655,246.90	\$2,052,121.21	\$1,051,134.84	\$185,320.00	\$11,802,652.77
Additions	4,500.00	1,233,021.86	176,912.57	509,740.82	759,943.97*	35,634.38	1,199,865.66
Balance June 30, 1950	<u>\$197,003.15</u>	<u>\$8,899,348.53</u>	<u>\$832,159.47</u>	<u>\$2,561,862.03</u>	<u>\$ 291,190.87</u>	<u>\$220,954.38</u>	<u>\$13,002,518.43</u>

*Deficit

NEEDS OF THE UNIVERSITY

The citizens of the State are entitled to know not only the resources and the services of the University but also its needs. Some of the more obvious and pressing needs have been suggested in the body of this report. It is hoped that the following brief summary will stimulate study and inquiry on the part of the Legislature and citizens generally. Properly informed, we believe the citizens of Florida will enthusiastically support measures that will meet these needs.

INSTRUCTION AND RESEARCH

Although there has been significant advancement in the faculty and staff, there are still a number of improvements to be made. Competition for men and women of the desired personal and professional qualifications is high. Because of budgetary limitations many positions have not been filled. This means that services necessary for the best interests of students have not been supplied.

The budget submitted for the 1949-51 biennium had provision for these positions and services. However, the appropriation did not cover the entire amount requested. Furthermore, revenue available during the biennium was less than ninety per cent of the amount appropriated. We have operated within the available funds to the best of our ability. We have postponed some services. We have been unable to attract and hold as many qualified personnel as were needed.

The budget proposed for the biennium 1951-53 is slightly in excess of the amount requested in the previous biennium. In terms of students to be served and in the interest of high educational standards, it is strongly urged that this budget request be adopted and the funds provided.

BUILDINGS AND EQUIPMENT

The building needs at the Florida State University are extremely critical due to the fact that the 1949 Legislature made no provision for capital expenditures. The urgency is further emphasized by the fact that during the previous biennium, although there was considerable building, the amount of floor space provided was far too small to provide for the great expansion that has taken place.

Attention is called to the fact that since 1946 the University has been operating two campuses. A large proportion of our classroom space and practically all of our space for housing men are located in temporary quarters $3\frac{1}{2}$ miles from the main campus. Although these buildings have made it possible for us to expand the University to its present size, the property is deteriorating rapidly and will fall into disuse very soon. Even at the present time it is extremely expensive to keep the property in usable condition. Furthermore, it is extremely expensive to maintain the bus service between the two campuses in order that the students may have the advantage of such classrooms as we have.

Since our last report we have made progress in housing for men. This has been done almost wholly through self-liquidating projects and has therefore involved no public funds except in two instances where small amounts were used,

namely, the re-building of Bryan Hall and the building of the small dormitory for men on West Tennessee Street.

The critical need, therefore, is for classroom space, and for this we must look to the Legislature to make provision since it is not possible to build such space with self-liquidating certificates.

The buildings suggested in the following schedule are considered minimum for the present needs of the University and do not provide for any expansion in the number of students or in the scope of the program of instruction, and while there are many other buildings which are urgently needed, we are including here only those which we feel must be considered as minimum requirements.

The buildings are listed as follows and are not necessarily in rank order. In other words, all buildings are urgently needed. However, the first seven items are considered necessary to be begun at once, and the next four items should be begun before the biennium has closed.

1. Biological Sciences. \$800,000

At present, the biological sciences are scattered in three different buildings on the campus, no one of which was specifically designed for this purpose. The demands in this field have greatly enlarged the student enrollments.

2. Home Economics. \$750,000

The School of Home Economics has been in cramped quarters for many years. Full scale development of this important School requires a modern building constructed specifically for that purpose. This building is especially needed since home economics is a peculiar function of the Florida State University. An added urgency with respect to this building is that it will relieve space in the present Science Building for Physics and Chemistry even though we have recently built a major addition to the present Science Building. It is still inadequate to meet the minimum needs of these two major departments, namely, Physics and Chemistry.

3. Library. \$1,000,000.

The present library building is fairly adequate for 2,000 students, and a maximum of 250,000 volumes. It is not so constructed that it can be made adequate by making major additions to it. It is therefore recommended that a new and modern library building be provided for an ultimate student body of 10,000 and a capacity of 1,000,000 volumes. It is assumed that the funds requested will provide the first major unit for the Library and will be adequate for a few years to come. It is not assumed that this amount will build for our ultimate needs.

4. Geology. \$700,000.

The State Geological Survey has been located on the campus for many years. Although the quarters are much too small, this department has served the State in one of its most important fields. It has also been an important means of instruction for students of the University. With a greatly intensified interest in the geological development in our State this will become a much more important department. A building is necessary which can serve three purposes: 1) as offices, library and laboratories for the State Geological Survey, 2) as an adequate museum for the display of geological materials, 3) as classrooms, laboratories and offices for the teaching of Geology in the University, and 4) as offices for federal geological agencies, whose rental payments would retire the bond issue suggested.

5. Physical Education for Men. \$700,000.

All of the program of physical education for men is housed at the present time in temporary buildings which are inadequate in size. A standard gymnasium together with classrooms, offices and other necessary space, similar in size to the present physical education building for women is imperative.

6. Demonstration School. \$750,000.

This has been an emergency need for several years. The present Demonstration School is woefully inadequate. The program of teacher education continues to expand in order to meet the growing needs of the public schools of the State. A new Demonstration School building was incorporated in the program proposed to the 1947 Legislature but funds were not made available. Revised plans in accord with a less expensive type of architecture are under consideration.

7. Auditorium. \$1,000,000.

The need for an auditorium has been recognized by the Legislature for many years. The 1941 Legislature appropriated funds for this purpose. However, the funds were never made available. The maximum seating capacity of the present Westcott Auditorium is 1,654. The minimum number of seats for this University should be approximately 3,000.

8. Fine and Applied Arts. \$750,000.

The various forms of art have long been an important part of the program of the University. At the present time these various subjects are being taught in a number of buildings. There is no suitable space for exhibiting or for studios, classrooms and laboratories.

9. Business and Commerce. \$700,000.

This School has expanded more rapidly than any other department in the University. It has now grown to the point that it is one of the major responsibilities in the University. All classes and laboratories for this School are located in temporary barracks on the West Campus. The construction of a modern building for this School is imperative.

10. Social Work and Public Administration. \$750,000.

These two important divisions of the University provide professional training that is growing in popularity each year. They fill a distinct need for public services in the State of Florida. The work cannot be carried forward adequately without the provision of classroom and laboratory space. The greater part of the work is housed in temporary quarters.

11. Campus Improvements and Land Acquisition. \$200,000.

Due to rapid expansion during the past four years, the program of campus improvements has not been able to keep pace with our needs. Many of the buildings need minor repairs. Much of the equipment will need to be replaced. Additional small parcels of land will need to be acquired. It is urgently requested that a substantial amount be included for this purpose.



BIENNIAL REPORT

OF THE

Florida Agricultural And Mechanical College

GEORGE W. GORE, JR., *President*



JULY 1, 1948 TO JUNE 30, 1950

TALLAHASSEE, FLORIDA

STATE BOARD OF EDUCATION

HON. FULLER WARREN.....*Governor, President*

HON. R. A. GRAY.....*Secretary of State*

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REPORT OF THE PRESIDENT

TO THE HONORABLE BOARD OF CONTROL OF
STATE INSTITUTIONS OF HIGHER LEARNING IN FLORIDA
TALLAHASSEE, FLORIDA

HONORED SIRs:

The undersigned is the third of three persons who served as head of the Florida Agricultural and Mechanical College during the biennium 1948-1950. Despite the problems and difficulties incident to crisis and change of administration, the period has been characterized by growth and improvement of the total program.

The faculty of the college has been increased from one hundred fifty-six (156) to one hundred eighty-three (183). With the increase in quantity of staff personnel, there has been a corresponding increase in quality of faculty academic preparation and experience. Over seven per cent (7%) of the teaching staff hold the doctor's degree, and over sixty per cent (60%) hold the master's degree or have completed one or more years of graduate study and/or professional work.

A significant number of the teaching staff have made contributions to the literature of their special fields, held positions in professional and scholarly societies, and presented papers before sectional and national organizations.

STUDENT ENROLLMENT

The student enrollment has steadily increased. Whereas the total college enrollment for the second semester of 1947-1948 was 1,465, the enrollment figures for 1948-1949 were 1,612, and for 1949-1950 were 1,811.

During the summer session of 1948 there were 1,403 college students registered, and in the summer of 1950 a total of 1,763.

During the biennium sixty of the state's sixty-seven (67) counties were represented.

OUT-OF-STATE SCHOLARSHIP AID PROGRAM

The out-of-state scholarship aid program has been greatly expanded during this biennium. For the academic year 1948-49, three hundred eighteen (318) persons were awarded a total of \$49,173.59; for the period 1949-50, three hundred ninety-eight (398) persons were awarded the sum of \$60,933.98. For the biennium a total amount of \$110,107.57 was spent for the out-of-state scholarship program.

The work pursued in out-of-state colleges was in the following graduate and professional fields: Agriculture, Education, Engineering

and Industrial Education, Arts and Sciences, Home Economics, Law, Library Science, Pharmacy and Social Work.

PHYSICAL PLANT

In keeping with the expanding program and increased enrollment, the budget of the college was increased for the biennium. The physical plant was improved and progress was made toward providing facilities that would sustain a balanced academic program. The following buildings were erected or begun during this period: hospital, laundry, and two dormitories for women.

The following major buildings and projects are being planned for or immediately needed:

- Science Classroom Building
- Faculty Apartment House
- Two Dormitories for Men
- One Dormitory for Women
- Farm Land and Equipment
- Demonstration High School
- Student Union Building
- Completion of Library

ALUMNI

The Alumni of the institution have been most active and zealous in advancing the cause of their Alma Mater. Throughout the state, local groups have been active in assisting the administration in student recruiting, providing scholarship aid and keeping alive a wholesome *esprit de corps*. Increasingly is this group becoming a significant factor in the civic and social life of the state and nation. Many individuals have distinguished themselves in their chosen profession and have reflected honor and credit upon the college.

INSTRUCTIONAL PROGRAM

The instructional program of the college has been organized under the following academic divisions: Agriculture, Arts and Sciences, Education, Home Economics, Mechanic Arts, Nursing Education, Graduate Study, Summer Session and Extension. However, in December 1949, the Board of Control authorized the establishment of the following additional divisions: Graduate Agriculture, Mechanical Engineering, Pharmacy and Law. These new divisions are to begin as soon as adequate personnel and facilities are made available.

APPRECIATION

The administration is grateful to the Board of Control and other state agencies which have cooperated in making possible the growth and development herein cited.

Personally I wish to express appreciation for the faith and confidence placed in me by the Board of Control and State Board of

Education, in selecting me to head the institution. In the few months of my incumbency, I have been most graciously received by the students, faculty, Alumni, and citizens of the State. I trust that in the months that lie ahead, I may continue to deserve their faith and cooperation.

The reports which follow present in detail the progress and achievement made during the period under consideration. When viewed in the light of activities of similar state colleges they are significant and represent positive growth in educational and social achievement.

Respectfully submitted,

GEORGE W. GORE, JR.
President

REPORT OF THE DIVISION OF AGRICULTURE

DR. GEORGE W. GORE, JR., *President*
FLORIDA A. & M. COLLEGE
TALLAHASSEE, FLORIDA

DEAR DR. GORE:

I have the honor to submit, for your information and consideration, a report of the activities of the Division of Agriculture in respect to the biennium covering the period July 1, 1948, to June 30, 1950.

The Agriculture Division has made encouraging progress and this upward trend is still in motion. The objectives of the division have been re-interpreted and restated.

Objectives

1. To prepare farmers and farm laborers for the economic production of livestock and crops. To carry on work in the conservation and maintenance of soil fertility, the care and service of farm machinery and the repair of buildings.
2. To train students in technical agriculture for prospective employment in agriculture (on the farm) in related agricultural occupations where advance skills and knowledge will greatly enhance their competency and aid them (the student) in becoming efficient in their chosen areas of concentration—whether (1) operating a general farm on a full or part-time basis, (2) operating or managing some phase of the livestock, crop, or poultry industries, (3) operating and managing orchards, groves, and vegetable enterprises, (4) operating and managing some phases of ornamental horticulture, such as a florist business, landscape gardening, flat and greenhouses, estate and ferneries.
3. To prepare students for prospective positions in the teaching of vocational agriculture in secondary schools, special veterans training in agricultural education, agriculture in the public schools for general information and for conducting special classes for out-of-school youth and adults.
4. To prepare students for specific positions in the extension service, to carry on work as agents and leaders in the cooperative extension service, and to perform other special services for young and adult farmers.
5. To discover students with special aptitudes, interests and

abilities and aid them in securing technical and scientific instruction for prospective employment as agricultural scientists and specialists in the field of research, college teachers and the like.

Instruction

The agriculture curricula in agriculture education, animal husbandry and horticulture have been re-worked: (1) Providing additional practical training for agricultural students (2) Establishing skills which must be acquired during the course of matriculation (3) By the addition of basic facilities and an increment of two in trained personnel.

The following figures will reveal the population served by the agricultural staff during the period under review:

1. Regular college students with a major in agriculture:	1948	1949
(a) First semester	48	49
(b) Second semester	86	74
(c) Summer	47	37
2. New Farmers of America short course	160	175
3. 4-H short course	220	445
4. Extension workers	21	21
5. Vocational Agriculture Teachers	36	36
6. Veterans Teachers	50	53
7. Farmers Conference	0	250
8. Assists with N.F.A. banquets	15	31
9. Exhibits, County and State Fair, and Judging	2	4
10. Estimate of Negro farmers reached through combined efforts of agricultural workers	30,000	35,000
11. \$100 Sears Roebuck and Company Scholarship awards to agricultural students	8	8

The following represents a summary of the major developments during the biennium 1948-50:

1. Approximately 120 acres of improved pasture were established which will permit an increment in dairy animals.
2. Limed entire farm for the first time.
3. Constructed terraces and water lanes on all areas under cultivation.
4. Reclaimed thirty-six (36) acres of badly eroded land.
5. Cleared brush from twenty-one (21) acres of woodland and placed in cultivation.
6. Purchased facilities necessary for installation of pasteurizer.
7. Purchased wire and posts and commenced fencing our total farm area.
8. Allocating special areas to each department.

9. Recorded and submitted long-time plan for the agricultural division.
10. Acquired needed farm facilities (tractor with facilities).
11. Participated in forty-eight (48) agricultural programs throughout the State of Florida.
12. Established an adequate accounting system for the division.
13. Improved foundation stock in poultry areas.
14. Established functional committees in the division.

Production

The economic production of plants and animals is being stressed as a part of our functional program and some progress has been made. The following figures reveal an upward trend in the overall production:

<i>Department</i>	<i>Sales</i>	
Dairy	\$ 9,946.52	\$ 9,750.75
Poultry	4,441.65	9,034.47
Garden	1,139.21	1,253.39
Ornamental Horticulture	1,422.99	1,269.29
Animal Husbandry	1,172.95	4,486.76
<i>Total</i>	\$ 18,123.32	\$ 25,794.66

Basic Needs

To raise the level of instruction and to provide the leadership expected; additional facilities, and trained personnel are needed.

The present agricultural administration building does not enhouse laboratories, assembly room, or adequate classrooms.

Foundation stock is desired in both the dairy and animal husbandry areas.

Processing facilities in the area of olericulture and meats would greatly increase our level of service.

An addition to our present land facilities is recommended.

In concluding this report, I wish to record our appreciation to the President of the Florida A and M College and to the Board of Control for their continued interest and support in the building and operation of the Agricultural Division, and pledge our efforts to the task of raising the level of service and efficiency in the agricultural division.

Respectfully submitted,

C. E. WALKER
Dean of Agriculture

REPORT OF THE DIVISION OF ARTS AND SCIENCES

DR. GEORGE W. GORE, JR., *President*
FLORIDA A. & M. COLLEGE
CAMPUS

DEAR PRESIDENT GORE:

I have the honor of submitting to you the report of the Division of Arts and Sciences for the biennium 1948-1950.

The fact that I served as Acting Dean of this division for the final month of the biennium, only, will condition very largely the type of report I am able to give. It is further conditioned by the fact that my predecessor, Dr. C. L. Spellman, who served as the dean during the other twenty-three months of the biennium, is no longer an employee of the institution.

As an interested on-looker during that period, however, I observed that the division continued its usual practice of providing training for (a) students who wanted basic, general preparation in the content courses; (b) students who wanted pre-professional courses; (c) students majoring in other divisions of the institution, but taking service or content courses in this division. I noticed also that a very definite effort was made to improve or raise the level of class-room instruction in this division along with similar efforts in other divisions. In-Service growth was encouraged. Several teachers took leaves of absence for a full year to do advanced studies; while many more used the inter-sessions and the summer session to upgrade themselves through study and/or travel.

The increased appropriations given by the 1947 and the 1949 Legislatures made it possible for the division to attract more highly trained personnel and purchase equipment which has been greatly needed by the several departments. During the biennium, the increase in enrollment of students was as listed below:

	ENROLLMENT IN THE DIVISION OF ARTS AND SCIENCES					
	FIRST SEMESTER			SECOND SEMESTER		
	Men	Women	Total	Men	Women	Total
1947-1948	468	344	812	443	301	744
1948-1949	483	347	830	453	337	790
1949-1950	545	334	879	541	316	857

Various departments in the division were called upon to render special services both on and off the campus. In addition to filling

engagements in several cities throughout the state, the Drama Department was invited in 1948 by the American Teachers Association to give a production in Atlantic City at its annual meeting, and, in the spring of 1950, it gave a performance in Macon for the Georgia Teachers Association at their annual meeting. The choir, the Choral Ensemble, the Glee Clubs and the College Band have all been in constant demand for their services at gatherings of varying types and sizes. These have included appearances from Miami to Norfolk and Washington along the east coast from Ft. Myers in southwest Florida to Kansas City, Kansas, in the middle west.

Our R.O.T.C. unit has been invited to participate in several patriotic parades or other celebrations for which it received special commendation or citation. When the unit was inspected by the third area commanding officers, it was given high rating and our local officers were given special commendations. Three of our graduating seniors received commissions at our May Commencement.

Even though the accomplishments and recognitions listed in the paragraph above are most worthwhile and prized very highly, I am very much aware of the fact that the primary objective of this—and all other divisions of the institution, is to give instruction. When we survey the conditions under which much of our instruction must be given, we must admit that, in almost every department of the division, we have been, so to speak, expected to produce bricks with little or no straw. We have less than thirty classrooms on the campus in which to carry on the academic instruction of all the college classes. At least one third of these are in renovated or temporary buildings, located at several points on the campus.

The college has long since needed a permanent building which is designed and equipped for classroom instruction. At present, all of our sciences are housed in a frame building which has out-lived its usefulness and should be condemned as being inadequate and largely unsafe for use as a science building where the majority of our students must take some portion of their work. The fine new library building which has been provided by the state is falling short of its possible appropriate uses, because the basement floor and the top floor had to be converted into classrooms to help meet some of our needs for instructional and office space. A third building, Jackson Davis Hall, which was designed and erected as a dormitory for girls in 1927, has also been converted into a classroom building where some of our classes must be taught.

It seems in place to say also that a casual observer can detect the ill effects which our inadequate living accommodations for both faculty and students, especially male students, have on the the institution and learning in the classrooms. Improved conditions for living, studying and teaching will greatly improve the quality

of work both groups will do. It is very encouraging to note that positive steps to get these conditions improved are being taken.

In closing this brief review, as it were, I believe I am safe in saying that anyone who takes a careful look at the complete picture of the biennium which closed June 30, 1950, will observe that it began in 1948 with much promise and worthy purpose, reached the halfway mark midst stress, strain, tension, and some confusion, and came to a close with a re-wakening of hope for a bigger, more glorious future.

This, as you know, is the final report that will be written for the division under the name "Arts and Sciences." One of the Departments of the former Division of Arts and Sciences, Health and Physical Education, has been transferred to the Division of Education; one, the R.O.T.C., has been made into a major division; and the other fourteen departments will operate in the future in three distinct divisions, each with a separate director. The three new divisions with their respective departments will begin the Fall Term under the following names:

A. Humanities

- | | |
|----------------------|------------------------|
| 1. English | 4. Music |
| 2. Fine Arts | 5. Religious Education |
| 3. Foreign Languages | 6. Speech and Drama |

B. Sciences

- | | |
|--------------|----------------|
| 1. Biology | 3. Mathematics |
| 2. Chemistry | 4. Physics |

C. Social Sciences

- | | |
|--------------------------|----------------------|
| 1. Business | 4. Political Science |
| 2. Economics | 5. Sociology |
| 3. History and Geography | |

The fact that five different persons will carry in the future the responsibilities which one dean attempted to carry in the past will make for smaller units which can be more easily directed and supervised.

No recommendations are included in this report, because I think the new Directors can do a better job at listing the needs in terms of the programs which they hope to promote.

I close with an expression of sincere thanks to you for the support and encouragement which you gave this division during your tenure in office.

Respectfully yours,

H. MANNING EFFERSON, *Acting Dean*
Division of Arts and Sciences

REPORT OF THE DIVISION OF EDUCATION

PRESIDENT GEORGE W. GORE, JR.
FLORIDA A AND M COLLEGE
TALLAHASSEE, FLORIDA

DEAR DR. GORE:

I thank you kindly for the opportunity to present herewith the report of the Division of Education for the period which began on July 1, 1948 and which closed on June 30, 1950. Our primary goal for this period has been to develop the teacher-training program of the college into one which in scope and quality, can compare favorably with standards and recognized programs anywhere. We have sought to achieve this objective principally through three means:

1. To bring to bear on the solution of our many problems the best thinking of members of the total staff and student body, reinforced by the thinking and experiences of others recognized as authorities in the field.
2. To invite to join the faculty, personnel who in academic achievement and in the degree of personal integration achieved in their own lives represent superior individuals.
3. To increase the size of the physical plant, the availability of physical equipment and supplies to facilitate instruction.

I comment now on a few activities and projects which will tend to give a bird's eye view of our accomplishments for the period as well as a few of our hopes for the future:

1. The faculty cooperatively developed a revised statement of objectives for the Division.
2. A committee has explored the possibility of compiling an extensive list of competences which the program should develop in students, and the planning of sequential courses among which the building of said skills might be most economically apportioned.
3. In order to insure an understanding of Florida's Foundation Program, State Curriculum Bulletins have been integrated with each course. Also, the Division acquired a wide assortment of State Adopted Textbooks.
4. Enrichment in instruction has been achieved through:
 - a. The purchase and use of additional audio-visual equipment and films.
 - b. The purchase and use of Sloan Foundation Pamphlets on Healthy Living.
 - c. The purchase and use of reading accelerators, standard-

- ized tests for placement and guidance.
- d. The purchase and use of pamphlets from the National Committee for Mental Hygiene.
 5. New courses added in Adult Education, Driver and Safety Education, Special Education and Guidance.
 6. Faculty worked cooperatively in the development of course outlines.
 7. A beginning made in developing a Pre-Service Curriculum Workshop and Laboratory.
 8. Laboratory Teaching Centers were increased to include Lincoln, Bond, and Griffin schools of Leon County.
 9. Consultants for the biennium included reading specialists, State Department Officials, and faculty personnel from Florida State University and the University of Florida.
 10. The faculty carried forward significant research principally as a technique of improving instruction. In this connection, the following is worthy of mention:
 - a. A comparative study to determine the degree variability exists between the performance of students in General Psychology on periodic quizzes and the final examination with an investigation of the effect of specific factors on variability.
 - b. An analysis of abilities necessary for satisfactory pursuit and completion of training in Nursing Education at Florida A and M College.
 11. The design and presentation to the Curriculum Committee of revised programs of study in each of the several departments.
 12. The improvement of student teaching through a clearer delineation of functions, and the institution of a seminar arrangement in which method and content teachers as well as sponsor teachers and coordinators participate.

FACULTY PERSONNEL

1. Significant additions were made to the faculty during the biennium including a psychologist, and audio-visual specialist.
2. An effort was made to improve the evaluation of teacher effectiveness by permitting the teacher and his pupils to participate in the appraisals.
3. Faculty was encouraged to affiliate with professional associations.
4. Several opportunities provided for members of Division to visit other institutions and to attend national educational conventions.

5. Faculty directed and served as consultants in County Workshops.

STUDENT PERSONNEL

1. The faculty has gone on record as providing for each student registered an advisor, whose responsibility it is to guide the student with reference to his field of academic specialization. A large part of the Dean's time has been spent in academic counselling.
2. A member of the faculty has been designated to be in charge of the admission of all students to the Division. He is responsible for administering standardized tests, interpreting and disseminating information on same.
3. Though not as highly and formally organized as anticipated, a beginning was made this biennium in keeping abreast of placement opportunities for students.

ADMINISTRATION AND COORDINATION

1. The Division has attempted to insure an understanding of its program by other administrative officers and teachers through the following means:
 - a. Sponsoring joint faculty meetings.
 - b. Presentation of formal speeches by Dean and other members of faculty.
 - c. Distribution of printed material.
 - d. Preparation for President of annual report.
 - e. Preparation of appropriate catalog material.
 - f. Preparation and transmission to Business Manager of annual inventory of divisional equipment and supplies.

RECOMMENDATIONS

In my considered opinion, recognition of the needs and recommendations listed below will go a long way in improving the effectiveness of the Division.

Personnel

1. The effectiveness of the Nursery-Kindergarten program is greatly impeded by the lack of a child development specialist. We recommend therefore, the addition to the faculty of a full-time person in this field immediately.
2. In the department of elementary education, no personnel has training in excess of one year beyond the bachelors' degree. This fact is reflected in the lack of extensiveness and intensiveness of the elementary program. I recommend therefore, the addition of a highly trained experienced individual in this area.
3. The Demonstration School is without an instructor in art

and foreign languages. I recommend therefore, the addition of this personnel.

4. The many requests from students, county school officials and the State Department of Education make it imperative that we initiate immediately a program in the Education of Exceptional Children. As a beginning in this area, I recommend the addition of the following personnel:
 - a. One full-time professor in education of exceptional children.
 - (1) One with a major in psychology and minor in slow learning.
 - b. One full-time critic teacher in slow learning.
 - c. One full-time professor in speech correction.
 - d. One full-time critic teacher in speech.
5. The creation of the Department of Psychology makes imperative the following personnel needs:
 - a. One clinical psychologist
 - b. One director of research
 - c. One psychometrician
 - d. One full-time secretary file clerk
6. In order to initiate a program in Internship Teaching, there is a real need for a coordinator of Student Teaching.

Physical Plant

1. More adequate housing of the Division is imperative. I recommend the construction of a 30-room Education Building at an approximate cost of \$650,000. This building to include space for curriculum laboratories, workshops and psychological laboratories.
2. I recommend the expenditure of \$3,000 for landscaping at Lucy Moten Demonstration School.

Equipment

1. The following purchases are needed to bring the work of the Division in line with that of standard program in teacher education:
 - a. 1 electric mimeograph machine
 - b. 1 flashmeter
 - c. 6 typewriters
 - d. 1 telebinocular
 - e. 1 audiograph
 - f. 1 metronscope
 - g. 10 steele file cabinets
 - h. 2 portable blackboards
 - i. 1 intercommunication system
 - j. new lights in Lucy Moten Library
 - k. 1-16mm Bell & Howell Portable Projector

Instruction

The effectiveness of the instructional program will be greatly improved with the following additions:

1. Standard courses in the practical arts be added to the Lucy Moten curricula.
 - a. Agriculture
 - b. Household and industrial arts
2. In the college curricula
 - a. Philosophy of Education
 - b. Elementary Education Statistics
 - c. Education of Exceptional Children
 - d. Educational Sociology
 - e. Educational Research
 - f. Adult Education

In spite of many limitations, we have experienced a measure of success in the work of the division for the past biennium. For this, all of us express sincere appreciation to the administration and the Board of Control. We believe, however, that our work will be greatly improved if the recommendations herein made are acted upon favorably.

Respectfully submitted,

MELVIN O. ALSTON
Dean

DIVISION OF GRADUATE STUDIES

DR. GEORGE W. GORE, JR., PRESIDENT
FLORIDA A AND M COLLEGE
TALLAHASSEE, FLORIDA

DEAR DR. GORE:

The Division of Graduate Study of Florida A & M College began during the summer of 1945. The program was designed especially to meet the needs of those interested in the field of education.

The objectives were set up to:

1. Insure reasonable mastery of a chosen subject matter area.
2. Provide basic training in the nature of educational problems and methodology, with particular emphasis on the student's field of service.
3. Provide an understanding of the relationship existing between community problems and community institutions and the skills and techniques that might be utilized to render the school an effective agency for redirecting community life.

A course of study was worked out for each student on an individual basis and patterned in terms of individual needs. A capable student with an acceptable undergraduate record can complete requirements for the Master of Science Degree in Education in four successive summers.

A qualified faculty of reputable educators trained in the leading colleges and universities of America was assembled to direct the program. This faculty suggested and agreed upon these subjects as constants to be required of all students:

1. Educational Research
2. Statistics
3. History of Education
4. Philosophy of Education
5. Guidance
6. Educational Sociology
4. The following courses to be offered:
 - a. Ed. 501 Principles of Education
 - b. Ed. 504 The Elementary or
 - c. Ed. 506 Secondary School Curriculum (as desired)
 - d. Ed. 507 Principles of Research
 - e. Ed. 508 Principles of Guidance
 - f. Ed. 509 History of Education
 - g. Ed. 519 Testing and Evaluating

The National Teachers Examination was given October 10 and

11, 1947.

Table I, gives the figures for the enrollment from 1948 through the second term of Summer School 1950.

TABLE I

Enrollment—Division of Graduate Study 1948-1950 (2nd term of Summer School)

YEAR	MEN	WOMEN	TOTAL
1948 (Summer)	49	114	163
1949 (School term)	12	3	15
1949 (Summer)	49	114	163
1950 (Summer 1st Term)	106	149	255
1950 (Summer 2nd Term)	53	81	134

In 1947 one person received the Master's degree. In May, 1950 four candidates graduated from the Division of Graduate Study. On August 20, 1950 six were graduated with the Master's degree. To date the Division of Graduate Study has eleven graduates. Approximately seventy-five had their programs accepted for the Post Graduate Certificates.

W. S. MAIZE, *Director*
Division of Graduate Study

REPORT OF THE DIVISION OF HOME ECONOMICS

DR. GEORGE W. GORE, JR., PRESIDENT
FLORIDA A AND M COLLEGE
TALLAHASSEE, FLORIDA

DEAR DR. GORE:

I have the honor to submit the report of the Home Economics Division for the biennium beginning July 1, 1948 and ending June 30, 1950.

ENROLLMENT AND PLACEMENT

Job opportunities in previous years for the most part have been in the teaching field. At present, the state has an over supply of secondary teachers in home economics for the facilities of the schools. Though there is a need in the state for extension workers, nursery school workers, and managers for school lunch programs and other institutions, the number of openings in these areas still appear low.

Openings in the area of college teaching are high. These positions require the Master's degree. During the biennium every attempt has been made to put our alumnae in touch with schools and associations that are offering scholarships and assistantships in graduate home economic work so that they might further prepare themselves for these positions.

INSTRUCTION

There has been marked improvement in the academic work of the Division due to the continued analysis and rebuilding of the curriculum by the staff; continued advanced study by the personnel and the employment of additional well trained persons to the staff, and the provision of some conditions favorable to good teaching.

Four courses were introduced in 1950. One of them, *School Lunch Organization and Management*, was planned primarily for juniors and seniors, majors and non-majors, and was aimed largely at increasing the student's understanding and ability to play a role in this phase of the elementary and secondary school program. The other courses were planned for graduate students who wished to concentrate on new developments in some of the specialized areas of home economics.

FACILITIES AND EQUIPMENT

The physical plant has been greatly improved. The interior of the Home Economics building was completely renovated by:

1. Covering the floors with asphalt tile.
2. Replastering and repainting of the walls and woodwork.
3. Enlarging a room for use as a foods laboratory.
4. Rewiring and installation of new light fixtures.

In the Home Management House:

1. The walls and woodwork were refinished.
2. The floors were refinished.

An increase in our budget and the reappearance of equipment on the market made possible appreciable progress in replacing wornout equipment and addition of new items. Some of the larger pieces such as stoves, refrigerators and washers were obtained on a replacement plan which promises to maintain the equipment at a high level of efficiency at minimum cost. We were also able to secure a wide variety of much needed teaching aids for some of the areas of home economics. These improvements have greatly strengthened the morale of both students and staff and made the environment for learning more conducive.

RECOMMENDATIONS

Renovation of our present facilities did not remove our need for adequate space. The Division still urgently needs more laboratories and classrooms; offices; space for reference reading and study; space for meetings and social purposes; rest and dressing rooms; rooms for storage of wraps and uniforms; reception space for visitors; storage space for teaching aids, records, reports and other supplies. A new building will only meet these needs.

Some of the furniture in the Home Management House is worn out and outmoded. It should be replaced.

It has been stated that there is a need for trained persons in the area of Institutional Management. We should like to continue to enrich this program by securing additional qualified personnel and by integrating the program with other departments of the college who at present have suitable laboratories where students might have the educational experiences needed.

APPRECIATION

In conclusion, we should like to express our deep and sincere appreciation to you and other administrative officers who have shown genuine interest and given the cooperation needed to make our program functional.

Respectfully submitted,

GENEVIEVE J. WHEELER, *Dean*

REPORT OF THE DIVISION OF MECHANIC ARTS

DR. GEORGE W. GORE, JR., PRESIDENT
FLORIDA A AND M COLLEGE
TALLAHASSEE, FLORIDA

DEAR DR. GORE:

I am pleased to submit a report of the operations and activities of the Mechanic Arts Division for the biennium beginning July 1, 1948 and ending June 30, 1950. During this period, the division made the most encouraging progress in recent years. Many significant improvements in the educational program and the physical plant were made.

EDUCATIONAL PROGRAM

While no new departments were added, several of the existing ones have been enlarged and training facilities improved. Primary attention was given by the faculty to the study and revision of the curriculum in order to better meet the needs of the students for certification requirements by the State Department of Education. Through new departmental courses and improved scheduling of classes, students were able to devote more time to shop and laboratory work. This should result in improved occupational skills and techniques on the part of the students and greater assurance of successful industrial employment after graduation.

The curriculum of Industrial Education was revised and enlarged to include a program of studies leading to certification by the State Department of Education in Industrial Arts. This was in response for many requests for teachers of industrial arts throughout the State. The improvement of instruction was also given considerable study by the faculty. A common plan of organizing instruction throughout the departments, permitting the maximum individual student progress, was developed.

The Department of Industrial Education worked in cooperation with the State Department of Education in extending to the in-service trade and industrial teachers of the State, teacher-training courses. In addition to the short courses conducted on the campus during the summer sessions, classes were conducted for these teachers in Miami, Tampa, and Tallahassee during the winter sessions of the school.

ENROLLMENT

Enrollment in the Mechanic Arts reached its all-time high during this biennium period. There were approximately three hundred students

registered in the division at the beginning of the period. A decline in the number of veterans enrolled last year caused a drop in the enrollment to two hundred sixty-nine.

PHYSICAL PLANT

Significant improvements were made in the physical plant of this division during the past two years. The Barbering and Cosmetology Departments were completely renovated and the lighting and ventilation improved. The Dry Cleaning and Laundry Departments moved into a new and modernly equipped plant. The Drawing Room, Tailoring Shop and class rooms have been renovated and the lighting system improved. By re-locating the Plumbing Department in the Mechanic Arts Annex, The Printing Department has been able to increase its floor space by 1,000 square feet. This additional space was needed to install the \$15,000 worth of new equipment purchased for this shop.

ACTIVITIES OF DEPARTMENTS

Each department of the division has experienced a continuous growth during the past biennium. The technical and vocational instruction as given throughout the departments is carried out on real or production jobs that often result in great savings to the college. It is felt significant to mention some of these here.

The Printing Department has produced during the last year approximately 95% of the college's printing needs, including the college paper and 10,000 copies of the school's catalogs. The auto Mechanics department serviced and repaired all of the college Automotive equipment. Howard Cottage was renovated as a home for the Business Manager by the building trades departments.

NEEDS OF THE DIVISION

In spite of the progress made during the past two-year period, the program of this division has been greatly handicapped by many inadequacies of our physical plant and equipment. Our 20 shops and class rooms are still heated by coal heaters. This necessitates the making and maintaining of 20 stove fires a day during the winter, as well as setting up a great fire hazard for the \$100,000 worth of equipment housed in the two non-fire proof buildings.

Additional shop and class room space is needed for diesel engine work, drawing, driver education and testing laboratory, and a building construction materials laboratory.

Expansion of our total program in keeping with the resolution of the Board of Control, providing for training in Mechanical Engineering, will undoubtedly necessitate an adequate building with sufficient class rooms, laboratories and equipment for scientific work. In

planning to initiate this program, an engineering professor and head of the department should be chosen as early as possible. Existing technical courses should be strengthened throughout the division. In many instances the departmental offerings need to be broadened to meet the demands for technical training. Numerous requests have been made for diesel engine training.

An additional staff member to our wood working department, who is trained in cabinet work and upholstering will enable us to expand the course offering of this department to meet the requests for this type of training.

A SUMMARY AND ESTIMATE OF MAJOR NEEDS

1. Extend Central Heating System to Mechanic Arts Building and provide unit heaters and radiators for shops and class rooms	\$14,000
2. Addition to Auto Mechanics Shop for Diesel Engines	5,000
3. Engineering Building and Equipment	
4. Engineering Staff (4)	18,000
5. Printing Department	
(a) Linotype Machine	12,000
(b) Automatic Cylinder Press	12,000
6. Drawing Department	
(a) Blue Print Machine	2,000
(b) Drawing tables	1,200
7. Industrial Arts—General Shop Equipment	3,000
8. Additions to Mechanic Arts staff	
(a) Cabinet and Mill Work Instructor	3,600
(b) Diesel Mechanics Instructor	3,600
(c) Industrial Education Instructor	4,200
(e) Secretary-Clerk	2,400

Respectfully submitted,

M. S. THOMAS, *Dean*
Mechanic Arts Division

REPORT OF THE DIVISION OF NURSING EDUCATION

DR. GEORGE W. GORE, JR., PRESIDENT
FLORIDA A AND M COLLEGE
TALLAHASSEE, FLORIDA

DEAR DR. GORE:

It is my pleasure to submit the following report of the activities of the Division of Nursing Education for the biennium, July 1, 1948 to June 30, 1950, with recommendations for the biennium beginning July 1, 1950.

ENROLLMENT

The enrollment of the nursing students for the biennium was the largest in the history of the institution with a high of sixty students admitted September 1949. Most of these students applied as a result of extensive recruitment in the spring of 1949, coupled with the fact that the construction of a new hospital on the campus has attracted many applicants. The highest enrollment of the Division of Nursing Education during the biennium was 91 which taxed the facilities and faculty greatly.

HOSPITAL TRAINING

FLORIDA A AND M COLLEGE HOSPITAL—The clinical facilities of the hospital used at present are still limited for teaching purposes. However, the Florida State Board of Examiners for Nurses has been very tolerant because of the construction of a better facility to be occupied in the very near future. The Division of Nursing Education is only provisionally approved by the Florida State Board of Examiners for Nurses because of the condition of the old hospital which serves as a laboratory for the nursing students. We are looking forward to full State Accreditation as soon as the new hospital is completed and adequately staffed.

DUVAL MEDICAL CENTER—Affiliation with the Duval Medical Center, Jacksonville, Florida for clinical experience for the nursing students has proved very beneficial since its beginning in 1946 and has made it possible for the Division of Nursing Education to remain even provisionally approved by the Florida State Board of Examiners for Nurses. The Duval Medical Center, with a bed capacity of 281, makes available a wealth of clinical experience under the direction of a clinical instructor employed by the Florida A and M College.

A house near the hospital was purchased and remodeled in 1949 to accomodate the students and clinical instructor. The house has five bed rooms, living room, dining room, and kitchen. With the ever-increasing enrollment, additional bedrooms will be needed. This residence is considered another dormitory of Florida A and M College and the students are governed by the policies of the Women's Department of the Division of Personnel.

VETERANS ADMINISTRATION FACILITY—Psychiatric nursing experience has been gained by students at the Veterans Hospital, Tuskegee, Alabama since 1945 for a period of three months during their junior year. Some serious thought has been given to transferring this affiliation from Alabama to Florida. With this in mind, plans are being made to determine the possibility of utilizing the facilities of the State Mental Hospital in Chattahoochee. It is felt that nursing students of Florida A and M College could receive a high type of instruction under the supervision of an instructor on the faculty of the College who would have the responsibility for their learning. This arrangement would permit the Division of Nursing Education to conduct its entire teaching program in the State of Florida.

PUBLIC HEALTH TRAINING

During this biennium we have been fortunate to add to the staff an instructor trained in public health nursing. This addition permits the student to gain an insight into community health problems as well as those experienced in the hospital. The students are closely supervised by the instructor while performing nursing duties in the community and in the Out Patient Department of the Hospital. In Tallahassee, the Leon County Health Unit is used. In Jacksonville, students spend two weeks observing public health nursing with the Health Agencies of the Duval Medical Center, also have the opportunity to refer patients from the Hospital to Community Agencies and follow-up with visits to the homes of patients. This instructor also has the responsibility of integrating the social and health aspects of nursing into the curriculum.

NURSERY SCHOOL

The Nursery School on the campus is another resource used by the Division of Nursing Education to provide the student with a better appreciation of normal behavior patterns of well children prior to studying abnormal behavior patterns of sick children.

RECOMMENDATIONS

Due to the great demand for nursing service today in America and especially in the South, there has become a need for better schools of nursing on a collegiate level. Florida has long recognized this need

and has been interested in developing more resources within the State to educate nurses.

Florida A and M College has been operating a school of nursing since 1925, with divisional status since 1945. Considering the many needs since the school was placed on divisional level, the progress has been most rapid but there are still many improvements to be made before full accreditation on a state and national level can be sought. In view of this, the following recommendations are made in regards to three main areas—finance, faculty, and facilities: FINANCE—The budget of the Division of Nursing Education should be adequate to provide for the employment of additional teachers and secretaries commensurate with their training and experience. FACULTY—At present, the faculty is far below the minimum required to carry on a good instructional program. There is need for at least four additional nursing arts instructors (one instructor to ten students), four additional clinical instructors (one instructor for each service in the hospital), and one additional instructor in the Jacksonville Extension Unit. If the facilities of the State Mental Hospital at Chattahoochee are used, an instructor employed by Florida A and M College will be needed to teach and supervise the students there. FACILITIES—Additional living space is needed for the students in Jacksonville which would mean enlarging the residence. If the State Mental Hospital is used for our students to gain experience in psychiatric nursing, living accommodations will have to be provided, similar to the Jacksonville Unit.

In conclusion, we should like to express our appreciation to the President for his genuine interest in promoting a richer program in Nursing Education at the College and to the general faculty for co-operating with us in our efforts.

Respectfully submitted,

M. E. L. CARNEGIE, *Dean*
Division of Nursing Education

REPORT OF THE SUPERINTENDENT OF HOSPITAL

DR. GEORGE W. GORE, JR., PRESIDENT
FLORIDA A AND M COLLEGE
TALLAHASSEE, FLORIDA

DEAR DR. GORE:

I am pleased to submit the following report on the activities of the A & M College Hospital for the year 1949-50 together with observations and recommendations for the period to be covered for 1950-51.

OBSERVATIONS

I assumed the direction of this Division of the College at a time when the institution had been without the services of an administrator for several months; and during which, it is worthwhile to note, the Medical Director, in addition to his duties, had as much as possible, acted in this capacity. Because of this lack of an administrator, nothing had been done in the way of preparation of specifications for instruments, equipment, and personnel for the new institution which was rapidly nearing completion by the contractor. To this end, therefore, the first and most important task was the compilation and writing of a group of specifications for bids. The first group was opened on May 9, 1950 while the second group was opened on May 31 and contracts let shortly after this date. In view of this country's present international involvement, it is fortunate that this phase of the Hospital's completion was so quickly and successfully consummated, as the beginning of the Korean war in June brought immediate curtailment and shortages of many essential materials and supplies. As this is being written, we are receiving daily many of the items for which the contracts had been let, although we will be delayed by some weeks in opening the institution due to the inability of various contractors to secure promptly some of the supplies ordered.

ACCOUNTING

Following the writing of the specifications, attention was next turned to a careful scrutiny of our previous accounting methods. It was found that the institution was operating on an inadequate system which permitted many patients not to meet their just obligations to the hospital. Our first step to correct this situation was to employ an Accountant of three and one-half year's experience in hospital business record-keeping and accounting. Next, as the result of several

conferences between a representative from the Office of the Board of Control, the Accountant and the Administrator, a system of Hospital accounting based in an approved method by the American Hospital Association was adopted and presented to you and representatives of the Board of Control for approval.

PERSONNEL

No institution can be any better than the people who man it; consequently, a diligent campaign is being waged to attract the best type of individual to serve in the Hospital's various areas, all of which will result in improved service to our patients as well as better clinical instruction for the student nurses enrolled in the Division of Nursing Education. This quest has, of necessity, been somewhat restricted due to the fact that adequate salary provisions were not made in the budgetary request to the Board of Control for the biennial 1949-51. Nevertheless, a few of the key persons already obtained might be listed for purposes of identification: a hospital accountant, part-time pathologist, part-time radiologist, hospital pharmacist, a supply clerk, to handle the scores of items which are being received daily and a change in our cashier clerk. Each of the above named persons is a recognized member of his specialized rating bodies.

It is expected that upon entry into the new Hospital, personnel will be secured for the departments of anesthesiology, medical records, social service, additional graduate nurses, housekeeping maintenance and repair, and dietitics. The procurement of such employees will cover the very barest of minimum personnel necessary to request an inspection by the American College of Surgeons, the hospital rating bodies of this country.

MEDICAL STAFF

It is most heartening to note the number of inquiries received from practicing physicians in Leon County, and the surrounding counties of Gadsen, Franklin, Liberty, Wakulla, Madison, Jefferson, etc. as to the possibilities of staff membership. It is expected that within a short space of time the Medical Director will have completely staffed the various sections with competent members of the profession. In the midst of our rejoicing, however, a note of sadness has crept with the death of one of our most active staff members who had served the Hospital for twenty years with unflagging zeal.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

During 1948 the Hospital was registered with the American Medical Association as has been previously reported. This registration represented a "token approval" which is the first step towards full accreditation by the American Hospital Association and the American

College of Surgeons and ultimately approval by the American Medical Association for the training of interns and residents. It is our hope that with entry into the new hospital we might, with proper personnel, be ready for an inspection which would give us full approval by the above mentioned bodies sometime late in 1951. We are also members of the Florida Blue Cross Plan and several other accrediting bodies represented by individuals who have recently joined our staff, notably the American College of Hospital Administrators, the American Public Health Association, the American Pharmaceutical Association, and others. All of these help strengthen the program of Nursing Education and provide improved guidance in the service area.

PUBLIC RELATIONS

The Hospital, like other Divisions of the College, has a continuous and effective program of public relations and to that end, there was initiated early in the summer reorganization and expansion of the Women's Auxiliary as one of the media in presenting to the general public the advantages of being served by the new Florida A & M College Hospital.

In closing, we think it is not amiss to thank you and the various staffs of the College for assistance in helping this division attain its goal.

Respectfully, submitted,

S. TANNER STAFFORD
Superintendent

REPORT OF THE LIBRARIAN

DR. GEORGE W. GORE, JR., PRESIDENT
FLORIDA A AND M COLLEGE
TALLAHASSEE, FLORIDA

DEAR DR. GORE:

I have the honor to submit this report on the activities of the College Library for the biennium July 1, 1948, through June 30, 1950.

A new era in the College Library program began when we moved into the spacious, well-appointed, and beautifully furnished Samuel H. Coleman Library building, January 12, 1949. In addition to providing more reading, shelving and working space, these new quarters have enabled us to organize our program to the end that a much improved service is now available to our rapidly increasing student body, faculty, and general library clientele.

REFERENCE DEPARTMENT

During the 1948-1950 biennium the services of the Reference Department have shown continuous growth. The reference librarian has answered innumerable questions by telephone, in person to countless readers, through mail to persons out of town, and has performed educational, research and bibliographical services to students and faculty.

A re-evaluation of the book collection has been made and more than 127 reference books have been added to the collection during this period. Listed among these reference books are:

Bibliography of Negro Migration
Black's Law Dictionary
Chujoy's Dance Encyclopedia
Encyclopedia of Educational Research
Feinfeld's Scholarship, Fellowship and Loans
Hackh's Chemical Dictionary
Harap's Standard French and English Dictionary
Heath's Standard French and English Dictionary
Hyamson's Dictionary of International Affairs
A Manual of Style
Information Please Almanac
Michaelis' New Dictionary of the Portuguese and English Language
Thomas' Register
Valazquez's New Pronouncing Dictionary of the Spanish and English Language

Five atlases and a 16 inch Political Terrestrial Globe have been added to the collection. *Facts on File*, a press indexing service, has also been added.

The government documents have been arranged in a special section of the stacks. These documents numbering over 737 are kept in Princeton files, classified by departments under the classification list of United States Government Publications. A file of these documents has been made available to the patrons.

The continued service of processing the reports, bulletins, and publications of the State Agricultural Experiment Stations is another phase of the reference services.

A special catalog of all reference books, indicating location—open shelves or behind desk—has been made available to the library clientele, and has proved to be an invaluable service.

CIRCULATION DEPARTMENT

The work of the Circulation Department has been extremely interesting and has covered a wide area during the biennium 1948-1950. The circulation of books and ephemeral materials has been but one phase of the work. The Department has prepared a Library Handbook for students in order that they may have a clearer knowledge of how to use the library in general. During Freshman Orientation Week, the freshmen have been given instruction in how to use the library, and at other times during the school year informal talks have been given to various classes in library usage, with special emphasis on the reference books and indexes.

A catalog of subject headings of the materials available in the Vertical Files has been made accessible to all persons using the library. There are 2,446 pamphlets in the Vertical Files; of this number over 300 were added during this biennium.

This Department has continued with its calendar of displays and has been responsible for a total of 62 displays and exhibits during this period.

The Rare Book Collection has been set up and housed in a special section of the library.

Interlibrary Loans—During the biennium 1948-50 our interlibrary loan services have been greater than ever. This increase has been due to the increased enrollment of the graduate students, and their demands for research materials. Our library borrowed eighty-six volumes from the following colleges, universities, and historical societies:

Atlanta University	9	Florida Historical Society	2
British Information Services	3	Florida State Library	21
Chicago University	4	Florida, University of	7

Hampton Institute	2	Pan American Union	7
Howard University	5	Pennsylvania Historical Society	2
Illinois, University of	3	Pennsylvania, University of	4
Indiana University	10	Pittsburgh, University of	1
Michigan, University of	3	Southern Methodist University	1
Tuskegee Institute	2		

Loans from our library were as follows:

Baylor University	1	Miami Public Library	2
Miners Teachers College	1		

Circulation—During this biennium the Department has circulated 31,854 volumes. These statistics are for obvious services rendered as no record is kept of books on open shelves, nor for the books that were used in the stacks by faculty members and students who are granted stack privileges.

CATALOG DEPARTMENT

During the period for which this report is made, 4,316 volumes have been added to the library collection; this brings the total accessions up to 24,040 volumes. Twenty-five books have been discarded and one hundred and thirty-six lost.

The long needed task of reclassifying and recataloging was started during this period. The work, however, is progressing rather slowly as our staff of two is now over taxed in the effort to meet the heavy and still increasing demands of our expanding college program.

A new mimeograph machine recently acquired by the Department, has greatly facilitated the issuance of monthly book lists of new additions and other forms of communication to the students and faculty members.

RESERVES DEPARTMENT

The Reserves Department circulated 58,304 books during the biennium 1948-1950. This is an increase of 14,096 over the number circulated during the previous biennium.

The Department now uses a new system of checking our books. This system involves the use of temporary book cards, placed in all reserve books, and the presentation of identification cards by students. As a result of this procedure, fewer books have been lost than previously reported.

PERIODICALS DEPARTMENT

The progressive growth of the Periodicals Department is indicated by an increase of 49 magazine subscriptions since the last report. This brings the total to 311. The bound periodicals have reached

1320 volumes, an increase of 369 since 1948. The newspaper subscriptions total 26, supplemented by 8 copies.

It is impossible to ascertain the total use made of periodicals because of the policy of keeping the current issues on open shelves where they are widely read; however, the statistical record shows that 10,961 periodicals circulated within the 1948-1950 period.

PERSONNEL

Two members were added to our staff of nine during this biennium; a clerk, and an instructor of Library Science. However, the present staff is composed of only ten members as we have not succeeded in replacing one of the four who have withdrawn.

The turn-over in staff personnel during this period has decreased. However, the present rate of turn-over is still too high for the best interest of the program. A large portion of this turn-over is due to more attractive salary offers by other institutions.

The library staff is composed of well trained, efficient and energetic personnel whose services extend throughout the college, the local community, and the state. Our staff members frequently gave lectures on library usage to classes, and student groups; reviewed books, and gave book talks to community organizations; visited schools, and participated in professional meetings and workshops within the state, and three members of the staff attended the Southeastern Regional Conference of the American Library Association which convened in Miami Beach in October 1949.

NEEDS AND RECOMMENDATIONS

The Building—Inadequate classroom and office space on the campus is making it necessary to use the basement, and a portion of the fourth floor of the library building for classrooms and offices. This condition is retarding the library program in that we are deprived of needed space for instruction in Library Science; a Curriculum Library for in-service teachers; an Audio-Visual Department; and storage space.

The rapidly growing student body; the increased demands which are being made on the College in the various graduate areas; particularly the demands in the field of Library Science, seems to make it obligatory that some provision be made for increased library space.

In order to meet this need, I am recommending that some consideration be given to the possibility of annexing the proposed north wing of the library building.

Books and Periodicals—We have approximately 25,000 volumes in the library. This number does little more than begin to meet the

present needs of our student body, to say nothing of the number of volumes necessary for the proposed graduate program of the college.

I am recommending that an appropriation of at least \$75,000 for books and periodicals, to meet the present needs, be made.

Personnel—Because of the ever increasing demand for trained librarians in the state, I am recommending the employment of at least two instructors in the field of Library Science in order that we may begin to increase our present twelve hour program in Library Science to thirty hours.

I am recommending the addition of three members to the present library staff in order to facilitate the task of cataloging, classifying, and the general processing of books, periodicals, pamphlets, and other materials which will be necessary for the rapidly expanding college program.

One of the three persons recommended will be in charge of the proposed Curriculum Library, a special collection of books, bulletins, pamphlets, etc. to be furnished largely by the State Department of Education for the primary use of in-service teachers.

APPRECIATION

In conclusion, I wish to express my appreciation to you for your suggestions, and interest which have contributed toward the success of our program. To the sympathetic and understanding students and faculty members who have been so patient when inadequate facilities have limited our services to them, I wish to extend my thanks. Appreciation is extended to the staff of the State Library, and to the library staff of the University of Florida for the most generous and invaluable assistance given us through interlibrary loans. To my co-workers on the library staff, I am also grateful for their loyalty, cooperation, and untiring services which have contributed in a large way toward whatever success we may have experienced in our effort to fulfill our obligation to the library clientele.

Respectfully submitted,

J. LUTHER THOMAS, *Librarian*

REPORT OF THE REGISTRAR

DR. GEORGE W. GORE, JR. *President*
FLORIDA A & M COLLEGE
TALLAHASSEE, FLORIDA

DEAR DOCTOR GORE:

I am pleased to submit herewith a summary of the activities of the Office of the Registrar for the biennium July 1, 1948 to June 30, 1950.

During this biennium we have been concerned with adequately carrying out the multitudinous duties required of this office in the best manner possible. With the addition of some new equipment—new typewriters, and an adding machine, I am pleased to report that the work has gone forward in a very satisfactory manner. We are taking the liberty to list a few areas which have been our primary concern:

1. Processing of applications for admission, and issuing permits to register.
2. Devising and directing procedure for accurate and adequate recording and transcription of academic records of students, past and present.
3. Planning and arranging for the procedure for registration of students admitted.
4. Disposing of all correspondence directed to this office by students, teachers, and other persons and agencies.
5. Compiling and maintaining accurate data relating to enrollment in all divisions of the college.
6. Cooperating with on-campus and off-campus agencies, organizations or authorized individuals having legitimate need of information relating to enrollment, standing, and classification of students of the college.
7. Maintaining safe, orderly, file storage for all academic records and data pertaining thereto.
8. Preparing and distributing the official schedule of courses and classes for all sessions of the school year.

ENROLLMENT

An all-time high enrollment of 1811 was established during the second year of the biennium. This represented an increase of almost 200 over the previous high. This record enrollment included 415 veterans enrolled under Public Law 346, and 17 veterans enrolled under Public Law 16. During the first term of the 1950 summer session, we had the largest summer school enrollment in the history of the institution. 1763 college-level students enrolled. This also represented an increase of approximately 200 over the previous summer school enrollment.

The college enrollment during the biennium was as indicated on the following page:

TABLE I ENROLLMENT OF COLLEGE CLASSES BY DIVISIONS REGULAR SESSION

DIVISION	1948-1949						1949-1950					
	FIRST SEMESTER			SECOND SEMESTER			FIRST SEMESTER			SECOND SEMESTER		
	M	W	T	M	W	T	M	W	T	M	W	T
AGRICULTURE	97	1	98	85	1	86	90	0	90	74	0	74
ARTS AND SCIENCES	483	347	830	453	337	790	545	334	879	541	316	857
EDUCATION	28	149	177	40	168	208	49	306	355	66	324	390
HOME ECONOMICS	2	136	138	8	127	135	8	104	112	10	106	116
MECHANIC ARTS	266	28	294	262	29	291	263	23	286	255	26	281
NURSING EDUCATION	0	80	80	0	66	66	0	89	89	0	72	72
TOTAL	876	741	1617	848	728	1576	955	856	1811	946	844	1790

TABLE II ENROLLMENT OF COLLEGE CLASSES BY DIVISIONS SUMMER SESSION

DIVISION	SUMMER 1949						SUMMER 1950		
	FIRST TERM			SECOND TERM			FIRST TERM		
	M	W	T	M	W	T	M	W	T
AGRICULTURE	50	1	51	54	0	54	37	0	37
ARTS AND SCIENCES	210	176	386	214	205	419	258	213	471
EDUCATION	44	432	476	53	562	615	79	575	654
GRADUATE DIVISION	27	62	89	49	114	163	81	149	230
HOME ECONOMICS	8	81	89	8	94	102	8	86	94
MECHANIC ARTS	158	12	170	161	20	181	137	11	148
NURSING EDUCATION	0	41	41	0	47	47	0	52	52
SHORT COURSES	74	20	94	11	37	48	74	3	77
TOTAL	571	825	1396	550	1079	1629	674	1089	1763

SUMMARY OF ENROLLMENT REGULAR SESSION

Year	First Semester	Second Semester
1948 - 1949	1617	1576
1949 - 1950	1811	1790

SUMMARY OF SUMMER SCHOOL ENROLLMENT

Year	First Term	Second Term
1949	1396	1629
1950	1763	

Note: Explanation of terms used in Enrollment: M—Men W—Women T—Total

In view of the theoretical and practical importance of the campus laboratory school in giving students laboratory experience in directed teaching, observation and participation, experimentation, and also to serve as a model school for educators of the state, the college maintains the demonstration high and elementary schools. The enrollment during the biennium for the demonstration schools is as follows:

TOTAL ENROLLMENT OF DEMONSTRATION SCHOOLS

Regular Session

<i>Schools</i>	1948-1949		1949-1950	
	<i>First Semester</i>	<i>Second Semester</i>	<i>First Semester</i>	<i>Second Semester</i>
High School	195	183	167	184
Elementary	173	175	177	181
Nursery	35	35	36	36
TOTALS	403	393	380	401

Summer Session

	Summer 1949		Summer 1950
	<i>First Term</i>	<i>Second Term</i>	
High School	72	72	141
Elementary	139	139	143
Nursery	34	34	33
TOTALS	245	245	317

TOTAL ENROLLMENT OF COLLEGE AND DEMONSTRATION SCHOOLS

Regular Session

	1948-49		1949-50	
	<i>First Semester</i>	<i>Second Semester</i>	<i>First Semester</i>	<i>Second Semester</i>
College	1617	1576	1811	1790
Demonstration Schools	403	393	380	401
TOTALS	2020	1969	2191	2191

Summer Session

	1949		1950
	<i>First Term</i>	<i>Second Term</i>	<i>First Term</i>
College	1396	1629	1763
Demonstration Schools	245	245	317
TOTALS	1641	1874	2080

During the biennium, the college had the privilege and honor to confer the following number of degrees upon students completing their work satisfactorily in the divisions indicated:

NUMBER OF DEGREES CONFERRED DURING THE BIENNIUM

	<i>Regular Sesions</i>		<i>Summer Sessions</i>		<i>Grand Total</i>
	1948-49	1949-50	1949	1950	
BACHELOR'S DEGREES					
Agriculture	14	14	10	2	40
Arts and Sciences	89	87	50	44	270
Education	32	22	127	89	270
Home Economics	23	19	10	10	62
Mechanic Arts	24	29	12	17	82
Nursing Education	11	7	6	1	25
MASTER'S DEGREES					
Education	0	4	0	6	10
TOTALS	193	182	215	169	759

SUMMARY OF DEGREES CONFERRED

Regular Session 1948-49	193
Regular Session 1949-50	182
Summer Session 1949	215
Summer Session 1950	169
Total Degrees Conferred for Biennium	759

CERTIFICATES

The institution grants Certificates in specialized trade courses after a student has satisfactorily completed the requirement for the courses. The certificates issued during the biennium are listed below:

	<i>Regular Sessions</i>		<i>Summer Sessions</i>		<i>Total For Biennium</i>
	1948-49	1949-50	1949	1950	
Agriculture	0	0	0	0	0
Auto Mechanics	9	10	0	0	19
Barbering	16	13	5	3	37
Carpentry	9	9	0	3	21
Clothing	0	0	0	1	1
Cosmetology	0	9	2	2	13
Dry Cleaning	3	4	0	2	9
Electricity	3	2	3	2	10
Food Service Education	0	3	0	0	3
Machine Tool Operation	3	1	0	0	4
Masonry	3	0	2	2	7
Painting and Decorating	1	0	0	0	1
Plumbing & Heating	5	3	0	0	8
Printing	0	6	0	1	7
Radio	5	5	3	1	14
Sheet Metal	0	0	0	0	0
Tailoring	30	11	2	2	45
TOTALS	87	76	17	19	199

CONCLUSION

In conclusion, I should like to say that the Office of the Registrar has been greatly benefited by your timely suggestions regarding procedures and policies, and we want you to know that we appreciate the privilege and opportunity which we have to serve the administration, faculty, student body, and general clientele of this institution of higher learning. We sincerely hope that the work of this office will merit continued support.

Respectfully submitted

E. M. THORPE

Registrar

REPORT OF THE DEAN OF MEN

DR. GEORGE W. GORE, JR., PRESIDENT
FLORIDA A AND M COLLEGE
TALLAHASSEE, FLORIDA

DEAR DR. GORE:

It is with the greatest of pleasure that I submit the report of the Men's Department for the biennium July 1, 1948 to June 30, 1950.

ENROLLMENT

As the 1949-50 school year began, the possibility of a third world war was a near reality. The youth of our nation was again denied his normal development and became eligible for military draft. The male enrollment in American colleges will be conditioned by the hostilities in the far east.

The college male enrollment reached an all-time high of 947 students in 1950. The enrollment for 1951 will in all probability exceed this number.

HOUSING

This department continues to be plagued by inadequate housing facilities. The over-crowded conditions in the dormitories and the below average facilities available in the community are proving to be definite handicaps to the complete educational development of all male students enrolled in the college. The college must assume responsibility for housing at least 80% of the students who are non-residents of Leon County because of the poor economic status of the surrounding communities.

I recommend the immediate construction of a 400-bed dormitory for Freshmen, 300-bed dormitory for upperclassmen and a 100-bed dormitory for faculty and guest with modern conveniences. In 1950 there were 547 male students housed in two permanent and seven temporary structures which have a normal housing capacity of 380. Several hundred applications for dormitory housing are turned down each year. The construction of new dormitories is a necessity and will improve the health and study habits of the young men enrolled in the college.

STAFF

The greatly under staffed department has made only one full time addition in seven years, yet the enrollment has increased from approximately 250 to 947 during the same period.

In addition to the present staff, I am recommending the employ-

ment of two full-time resident counselors, hostesses or house mother for each dormitory, night clerks for each building and a night watchman for the men's area. These staff additions will improve the personnel services to the young men and enable them to develop into successful and respectable citizens.

SUPPLIES AND EQUIPMENT

The condition and maintenance of dormitory furniture and equipment needs to be given special attention. Very little money has been available for purchasing and repairing beds, dressers, chairs, and desks in the Men's Department. Less than \$5,000.00 have been spent in this area in the last seven years. Yet our dormitory enrollment has trippled.

It is recommended that 300 inner spring mattresses be purchased (single), 200 single beds, 150 dressers, and 300 chairs. Also that money be made available in the departmental budget for repairs, purchasing and replacement of depreciated furnishings.

REPAIRS

1. Painting interior and exterior of all dormitories in the men's area.
2. Repair of communication system in men's dormitories.
3. Repair of trash chutes, plumbing and fire prevention equipment.
4. Repair of window and door screens in all dormitories.
5. Repair of electrical systems in N. B. Young Hall, Freshman Manor and Tucker Hall.
6. Repair of locks and door panels in all dormitories.

RECREATION

This department is very proud of the recreation center located in the basement of Sampson Hall. This center is frequented by an average of 300 students daily.

GUIDANCE AND COUNSELLING

The guidance program has taken on a "new look" in the past two years with greater emphasis and greater participation on the part of the faculty and student body.

For the first time in the history of the college complete cumulative personnel records on the senior class of 1950 are available in the Personnel Director's office.

With the aid of the student proctors, the Men's Senate, chapel programs and individual conferences, much has been done toward proper interpretation of policies, standards and traditions of the college.

RECOMMENDATIONS

1. Construction of additional dormitories for students, faculty

- members and guest.
2. Purchasing and repairing dormitory furniture.
 3. The placing of janitorial and maid services under the Superintendent of Building and Grounds or Maintenance Department.
 4. Employment of two full-time counsellors, night clerks and house mothers for each building.
 5. Establishment of counseling center.
 6. Employment of part-time clinical psychiatrist.
 7. Construction of Student Center.
 8. Employment of full-time intramural and recreational director.
 9. Relocate the office of the Dean of Men.
 10. Removal of the Athletic Department, laundry storage room and Nursery School from the men's dormitories.
 11. Installation of pay telephone booths in all dormitories and a private line in the office of the Dean of Men.
 12. The Freshman Lodge and Freshman Manor be declared unfit for housing students.

Sincerely submitted,

U. S. JONES
Dean of Men

REPORT OF THE DEAN OF WOMEN

DR. GEORGE W. GORE, JR., PRESIDENT
FLORIDA A AND M COLLEGE
TALLAHASSEE, FLORIDA

DEAR DR. GORE:

I wish to submit to you the following report for the Women's Department of the Personnel Division for the biennial period from July 1, 1948 through June 30, 1950.

ENROLLMENT AND HOUSING

The total enrollment of women students increased during this period. More married and adult women enrolled as city students during the regular term; these for the most part, were either wives of veterans who were also in attendance or in-service teachers who returned to get more certification credits or to complete requirements for degrees. Two new dormitory units were opened in September, 1948. These provided beautiful, comfortable, well-appointed dormitories for 293 students and made normal housing during the regular term without overcrowding, possible for the first time since the beginning of the war. During the summers of 1948 and 1949 there was a crowded condition.

Furnishings for all women's dormitories were somewhat improved with the purchase of basic essentials for dormitory living. As given in recommendations below other furnishings do need to be purchased as per our request through the President's office to the Board of Control in the fall of 1948.

STAFF PERSONNEL

With the opening of the two new units, it was necessary to increase the staff of janitresses, hostesses, night matrons, and trained experienced counselors for adequate supervision of the dormitory and a functional residence hall guidance and counselling program.

The Dean of Women wrote and had distributed to the staff in 1949 "A Manual For Personnel Workers In Women's Residence Halls" in order that staff services might be improved in view of the local situation and the recent trends in professional personnel work as they are applicable to our program. The manual included discussions of: "The Student Personnel Point of View and Objectives of the Residence Hall Program at Florida A and M College," "The Organizational Structure; Workers Responsibilities and Relationships," and "The Integration of Off-Campus Women Into Our Resi-

dence Hall Program.”

A statement of our philosophy and objectives and the definition of our functions within the halls were presently needed. Simultaneously, there was great need for us to take steps in the direction of integrating the off-campus women more into the total program. Results from the manual of staff efficiency, more unity and cooperation were most satisfactory. Additional personnel forms were devised for administrative and guidance purposes. Three staff members did advanced professional study during the biennial at the following schools respectively: The University of Chicago, Sarah Lawrence College, and the University of Minnesota.

The National Association of Personnel Deans in Negro Institutions and the National Association of Deans of Women and Advisers to Girls in Negro Schools met jointly with us in April 1949. The conference discussions, together with the monthly seminar meetings of the staff, aided in the professional growth of all staff personnel.

GUIDANCE AND COUNSELLING

The residence hall guidance and counselling program was continued with marked improvement and effectiveness. A private conference room was set up in each unit for counselors who directed the hall program. Individual counselling and group guidance methods were discontinued. A limited quantity of departmental literature was purchased for staff and student use.

The Women's Senate through its annual money-making project, Faculty Talent Night, raised funds in 1949 to purchase more stem ware and glass ware to add to its service collection for teas, socials and cultural hours which were sponsored monthly by each residence hall council. The Senate raised money in 1950 for the purchasing of six concrete lawn benches which were donated to the college for the quadrangle court.

The following methods were used to integrate off-campus women into the total program:

1. One staff worker served as counselor to married women in matters of personal, social and marital adjustments.
2. Single off-campus women became associate members of the respective halls according to their classification. The hall counselor performed for them the same services as for the students living in the residence halls; individual conferences, referrals, keeping their cumulative records, and in addition, making visits to homes.
3. A newsletter was sent periodically from the Dean of Women's office to off-campus students. Through this means they were informed of activities in which they were to participate

or otherwise given informaton of interest.

4. Off-campus women were encouraged to use the "Y" lounge and other hall recreational lounges found on the ground floors of each building.

NEEDS AND RECOMMENDATIONS

1. Recreational lounge furnishings in all units.
2. Brick veneering of Melvin Lodge, Cark Hall and Teachers Cottage.
3. Self-suporting automatic Bendix washing machines in faculty and student units.
4. Completion of furnishings and equipment for kitchenettes in all units (including tea, punch, and coffee services for *each*).
5. Runners and rugs for vestibules and main lobbies for all units.
6. A general repair and painting of McGuinn Hall, inside and outside—rebuilding, and re-upholstering of lobby furniture.
7. A student union building and swimming pool.

It has been a real pleasure and honor to serve the Negro youth of Florida and elsewhere, who have matriculated at our institution. We do hope that through our efforts some improvements have been made in their personality growth and development—intangible as some might be. We wish also to express our sincere appreciation to all members of the staff and faculty for their cooperation without which our program results would have been less profitable.

Respectfully submitted,

OLLIE BUTLER MOORE
Dean of Women

REPORT OF THE DEPARTMENT OF MAINTENANCE

DR. GEORGE W. GORE, JR., PRESIDENT
FLORIDA A AND M COLLEGE
TALLAHASSEE, FLORIDA

DEAR DR. GORE:

I am pleased to submit our annual report for the Department of Maintenance for the fiscal year July 1, 1948 to July 1, 1950.

The continuous expansion of the college has placed a greater demand upon this department for repairs and renovation. It has also overtaxed the capacity of the present buildings, especially in the electrical and plumbing areas. However, the department has made great progress in keeping the buildings in shape in spite of the overcrowded conditions.

The following summary reports on all major installations, renovations and repairs which were performed by this department for the above stated period:

BUILDING MAINTENANCE

Gwynn Cottage—Re-wired, completely renovated and painted interior.	Cost	\$ 2,213.85
Building No. 40—Re-wired, renovated, and repainted interior and exterior.	Cost	3,729.00
Tucker Hall—Completely renovated; changed upstairs to living quarters, re-installed plumbing fixtures and fittings and repainted exterior	.....	7,011.02
Buildings 801 and 802, P.V.—Painting of interior.	Cost	1,186.59
Lucy Moten Demonstration School—Painting interior	Cost ..	1,005.94
Home Economics Building—Repairs	.....	2,739.66
Glamour Manor—Renovation	.....	2,438.33
Beasley-Seabrooks Apt.—Painting & Installing Gas	.....	1,150.00
Lee Hall—Painting and varnishing interior	.....	4,150.00
Lee Hall—Painting all exterior precast stone surfaces	.....	750.00
Lee Hall—Acid cleaning of all exterior walls and columns		6,900.00
College Inn—Installing steam heating system	.....	1,939.27
Repairs to steam lines in various buildings	.....	2,280.00

JANITORIAL DEPARTMENT

The Janitorial Department has made good progress in the cleaning

of the buildings. Preventive breakdowns have also been felt in the maintaining of the buildings. This department has increased its knowledge in the use of cleaning materials and equipment. Waste has been greatly cut down and equipment is taken care of better. The custodians are well supervised and the work inspected regularly.

GROUNDS DEPARTMENT

The Grounds Department has done a good job in the upkeep and repair of lawns and roads. Part of this is due to the regular personnel; part to the addition of five temporary workers, and some assistance from the Agricultural Division. However, our lawns are in further need of landscaping and terracing on a large scale with underground drains to take care of water that causes continued washes and gulleys. Several of the secondary roads need surfacing with asphalt for more economical travel.

SUMMARY

The increased demands of the college for services have greatly taxed the Maintenance Department's present personnel and shop space for performing necessary repairs. Most of our trucks are old and need replacing. New trucks will be a great help in speeding up our transportation system.

The acquisition of new dormitories, service buildings, bus and trucks, along with adequate equipment and working space will be a great help in maintaining the buildings and keeping the campus in good order. We are pleased to learn that most of the above requirements are within the realm of near possibilities.

We thank the administration for the encouragement and assistance given in our efforts to do a first-class maintenance program.

Respectfully submitted,

B. F. HOLMES

Director of Maintenance

REPORT OF THE BUSINESS MANAGER

DR. GEORGE W. GORE, JR., PRESIDENT
FLORIDA A AND M COLLEGE
TALLAHASSEE, FLORIDA

MY DEAR PRESIDENT GORE:

I have the privilege to submit herewith the financial report of the Florida A and M College for the biennium July 1, 1948, ending June 30, 1950.

This report will include State Appropriations, Incidental Funds, Hospital Funds, and Auxiliary Funds, all of which are deposited with the State Treasurer and disbursed through the Comptroller's office. Also included in this report are Custodian Funds which are deposited in local banks and used for educational purposes only and spent with the approval of the Board of Control.

An effort has been made to have this report follow the general plan of institutional accounting as recommended by the National Committee on Standard Reports for Institutions of Higher Learning.

Respectfully submitted,

J. R. E. LEE, JR.
Business Manager

SCHEDULE A

BALANCE SHEET AS OF JUNE 30, 1950

ASSETS

I. CURRENT FUND

(a) General:

Cash held by College	\$ 35,584.27
Cash in Treasury Fund	455,148.85
Cash in Building Funds	1,275,996.61
Petty Cash Fund	10,000.00

Total General Fund \$ 1,776,729.73

II. ENDOWMENT AND OTHER NON-EDUCATIONAL FUNDS

(a) Endowment Funds

III. INVESTMENT IN PLANT

(a) Land (Exhibit C)	\$ 95,850.00
(b) Buildings (Exhibit E)	5,326,498.84
(c) Equipment (Exhibit D)	560,251.88

Total Investment in Plant \$ 5,982,600.72

TOTAL ASSETS \$ 7,759,330.45

LIABILITIES

I. CURRENT FUNDS

(a) General:

Bal. Custodian and Agency Funds	\$ 35,584.27
Bal. Treasury Funds	455,148.85
Bal. Building Funds	1,275,996.61
Bal. Petty Cash Fund	10,000.00

Total General Fund \$ 1,786,729.73

II. ENDOWMENT AND OTHER NON-EDUCATIONAL FUNDS

(a) Endowment Fund

III. INVESTMENT IN PLANT

(a) Bonds Payable	\$ 154,000.00
(b) From Appropriation	5,828,600.72

Total Investment in Plant \$ 5,982,600.72

TOTAL LIABILITIES \$ 7,759,330.45

SCHEDULE B
STATEMENT OF INCOME

EDUCATIONAL AND GENERAL

State and Federal:

State Appropriation	\$ 2,441,215.99
Federal Appropriation	91,655.12

Total State and Federal	\$ 2,532,871.11
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Student Fees:

Tuition Fees	\$ 341,654.34
Laboratory Fees:	
Science	11,437.71
Art	570.00
Typing	698.00
Library Fees	13,085.33
Music Fees	3,973.25
Practice School	7,001.96
Extension Fees	45,899.40
Health Fees	20,222.82
Late Registration Fees	5,836.27
Incidental Fees (Registration)	24,812.76
Diploma Fees	5,763.00
Nursery School	4,211.89

Total Student Fees	\$ 489,378.62
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TOTAL EDUCATIONAL AND GENERAL ..	\$ 3,022,249.73
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OTHER SOURCES

Gifts	\$ 25,000.00
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AUXILIARY ENTERPRISES

Residence Halls	\$ 75,453.36
Dining Hall	763,563.77
Laundry and Dry Cleaning	113,572.45
College Bookstore	119,515.37
College Cafeteria	136,786.64
Movie	10,941.25
Library Building Fund	13,957.35
Athletic Building Fund	19,666.82
Hospital Building Fund	105,261.40
Laundry Building Fund	29,735.39
Polkinghorne Village	43,865.55

TOTAL AUXILIARY FUNDS	\$ 1,432,319.35
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NON-EDUCATIONAL

*Scholarships	\$	1,500.00
(Included in Gilmore Loan Fund Total)		

CUSTODIAN OR AGENCY FUNDS:

John and Ida English Loan Fund	\$	826.49
Beautification Project		1,202.10
Advanced Registration		39,719.66
Entertainment		81,393.40
Athletic Association		173,979.21
Athletic Scholarship Contributions		1,135.13
Uniform		696.32
ROTC Uniform Deposits		6,399.54
*Gilmore Loan		4,905.00
A and M Scholarship		131,795.57
Hollingsworth Loan		1,690.22
Sigma Gamma Rho Scholarship		50.00
Alumni Gift Fund		—0—
Bus Fund		1,415.01
Prize Fund		10.00
Key Deposits		267.00
Withholding Tax		371.60
Western Union		2,330.06
South Hall for Women		29,286.95
South Hall for Men		35,990.10
Polkinghorne Village		33,140.99

TOTAL CUSTODIAN OR AGENCY FUNDS.. \$ 546,604.35

GRAND TOTAL

\$ 5,021,961.54

SCHEDULE B-1

CURRENT RECEIPTS BY SOURCE

For the Years 1948-1949 and 1949-1950

SOURCE

I. EDUCATIONAL AND GENERAL

	General Receipts	Restricted Receipts	Total Receipts
a) Student Fees	\$ 472,081.40	\$ 13,085.33	\$ 485,166.73
Salaries		1,354,891.84	1,354,891.84
Contingent Salaries		9,490.00	9,490.00
Expense	823,472.65		823,472.65
Contingent Expense	90,510.00		90,510.00
Emergency Expense	3,071.07		3,071.07
Salaries for Expense	54,455.60		54,455.60
Out-of-State Scholarships		105,324.83	105,324.83
TOTAL	\$ 1,443,590.72	\$ 1,482,792.00	\$ 2,926,382.72

II. FEDERAL APPROPRIATION

Morrill Fund	\$	\$ 50,000.00	\$ 50,000.00
Bankhead-Jones		41,655.12	41,655.12
TOTAL	\$	\$ 91,655.12	\$ 91,655.12
TOTAL (Ed. & Gen) ..	\$	\$ 1,574,477.12	\$ 3,018,037.84

III. OTHER SOURCES

Caldwell Loan Fund	25,000.00	25,000.00
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IV. AUXILIARY ENTERPRISES

Residence Halls	\$ 75,453.36	\$ 75,453.36
Dining Hall	763,563.77	763,563.77
Laundry & Dry Cleaning ..	133,572.45	113,572.45
College Bookstore	119,515.37	119,515.37
College Cafeteria	136,786.64	136,786.64
Movie	10,941.25	10,941.25
Library Building Fund	13,957.35	13,957.35
Athletic Building Fund	19,666.82	19,666.82
Hospital Building Fund	105,261.40	105,261.40
Laundry Building Fund	29,735.39	29,735.39
Polkinghorne Village (1949-50)	43,865.55	43,865.55
TOTAL (Aux. Enter.)	\$ 1,263,698.39	\$ 168,620.96 \$ 1,432,319.35

V. NON-EDUCATIONAL SCHOLARSHIPS

	General Receipts	Restricted Receipts	Total Receipts
The Sears & Roebuck	\$	1,500.00	\$ 1,500.00
(Included in Gilmore Loan Fund Total)			

VI. CUSTODIAN OR AGENCY FUNDS

John and Ida English Loan Fund	\$	\$ 826.49	\$ 826.49
Beautification Project		1,202.10	1,202.10
Advanced Registration	39,719.66		39,719.66
Entertainment	81,393.40		81,393.40
Athletic Association	173,979.21		173,979.21
Athletic Scholarship			
Contributions	1,135.13		1,135.13
Uniform		696.32	696.32
ROTC Uniform Deposits ..		6,399.54	6,399.54
*Gilmore Loan		4,909.00	4,909.00
A and M Scholarship		131,795.57	131,795.57
Hollingsworth Loan		1,690.22	1,690.22
Sigma Gamma Rho Schol....		50.00	50.00
Alumni Gift Fund			—0—
Bus Fund		1,415.01	1,415.01
Prize Fund		10.00	10.00
Key Deposits		267.00	267.00

Withholding Tax	371.60	371.60
Western Union	2,330.06	2,330.06
South Hall for Women	29,286.95	29,286.95
South Hall for Men	35,990.10	35,990.10
Polkinghorne Village	33,140.99	33,140.99
(1948-49)		
TOTAL (Cus. or Ag.) \$	329,368.39	\$ 217,235.96
COMBINED TOTALS	\$ 3,036,657.50	\$ 1,985,304.04
		\$ 5,021,961.54

STATEMENT OF EXPENSES

EDUCATIONAL AND GENERAL

General Administration	\$ 397,519.33
Instructional	1,596,385.38
Library	94,185.13
Operation and Maintenance of Physical Plant	595,445.36
Out-of-State Scholarship	117,598.58
TOTAL EDUCATIONAL AND GENERAL	\$ 2,801,133.78

AUXILIARY ENTERPRISES:

Residence Halls	\$ 89,370.07
Dining Hall	645,642.86
Laundry and Dry Cleaning	96,406.23
College Bookstore	109,447.31
College Cafeteria	167,925.69
Movie	8,977.90
Library Building Fund	7,021.54
Athletic Building Fund	6,333.20
Hospital Building Fund	132,149.08
Laundry Building Fund	74,093.41
Polkinghorne Village	31,371.22
TOTAL AUXILIARY ENTERPRISES	\$ 1,368,738.51

CUSTODIAN AND AGENCY FUNDS:

John and Ida English Loan Fund	\$ 398.23
Beautification Project	1,202.10
Advance Registration	33,930.37
Entertainment	73,963.89
Athletic Association	163,502.65
Athletic Scholarship Contributions	2,219.04
Uniform	6.50
ROTC Uniform Deposits	5,697.21
*Gilmore Loan Fund	10,523.49
A & M Scholarship Fund	131,508.78
Hollingsworth Loan Fund	1,373.50
Sigma Gamma Rho Scholarship	—0—
Alumni Gift Fund	83.81
Bus Fund	—0—
Prize Fund	—0—
Key Deposits	683.31
Withholding Tax	507.80
Western Union	2,631.63
South Hall for Women	32,405.47
South Hall for Men	29,095.39
Polkinghorne Village (1948-1949)	36,348.18
TOTAL CUSTODIAN AND AGENCY FUNDS	\$ 526,081.35

NON-EDUCATIONAL SCHOLARSHIP:

*Sears and Roebuck Scholarships	\$ 1,500.00
(Included in Gilmore Loan Fund Total)	
GRAND TOTAL	\$ 4,695,953.64

BUILDING FUNDS

FOR THE PERIOD JULY 1, 1948 - JUNE 30, 1950

CODE No.	FUND	BALANCE FWD. JULY 1, 1948	*INCREASE	DISBURSEMENTS	BALANCE JUNE 30, 1950
20-340	Vets Housing Proj. & I. C. Eng. Fee -----	\$ 487.24	\$	\$ 487.24	\$
20-341	Veterans Educational Facilities -----	3,203.27	* 138.80	3,202.89	139.18
20-343	Science Hall Repairs -----	193.44		191.87	1.57
20-344	Clearing Dormitory Site -----	31.73			31.73
20-346	Dormitory for Girls -----	176,464.18	50.92	167,352.05	9,163.05
20-347	No. Wing South Hall for Women -----	40,240.20		40,109.07	131.13
20-348	Library -----	52,245.83		52,158.47	87.36
20-546	Rev.-Cafeteria and Kitchen -----	99,036.36	96.36	103,643.67	4,510.95
20-350	Purchase Gov't Surplus Property -----	187.13		173.90	13.23
20-351	Advance Planning Expense -----	10,351.00		6,051.70	4,299.30
20-481	Central Heating Plant -----	145,320.02		102,473.96	42,846.06
20-482	Equipping Library -----	41,554.34		41,554.34	
20-483	Equipping Temporary Buildings -----	10,301.44		10,218.62	82.82
20-484	Equipping New Dorm. near completion -----	11.05		6.26	4.79
20-485	Utilities Revision -----	87,799.47		87,521.99	277.48
20-486	Purchase U. S. Surplus Property -----	175.10		155.64	19.46
20-517	Additional Boiler -----	27,500.00		429.60	27,070.40
20-631	Student Activities Building -----	225,000.00			225,000.00
20-632	Laundry -----	81,000.00			81,000.00
20-633	Hospital -----	500,000.00		500,000.00	
20-634	Physical Education Building -----	890,000.00			890,000.00
73-524	General Education Board (Library Bldg.) -----	452.23		112.23	340.00
*Refunds of unearned interest		\$ 2,391,554.03	\$ 286.08	\$ 1,115,843.50	\$ 1,275,996.61

FLORIDA A. & M. COLLEGE

STATEMENT OF BANK BALANCES AND SECURITIES

As of June 30, 1950

BANK BALANCES

TALLAHASSEE, FLORIDA

Capital City Bank	\$	7.00
Lewis State Bank		19,724.54
Tallahassee State Bank		25,000.00
	\$	44,731.54

SECURITIES COVERING ABOVE DEPOSITS

CAPITAL CITY BANK:

United States Bonds	\$	131,000.00
HOLC Bonds		10,200.00
Leon County Bonds		5,000.00
Orange County Bonds		4,000.00

TOTAL	\$	150,200.00
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LEWIS STATE BANK:

United State Bonds	\$	400,000.00
United States Treasury Bonds		93,000.00
Leon County Bonds		8,000.00

TOTAL	\$	501,000.00
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NOTE: The above securities cover all deposits of the Florida State University and the Florida Agricultural and Mechanical College.

EXHIBIT C
SUMMARY OF LAND

	No. ACRES	COST
College Campus	85.06	\$ 20,957.00
College Farm	312	74,893.00
TOTAL	396.06	\$ 95,850.00

EXHIBIT D
SUMMARY OF EQUIPMENT

General Administration	\$ 82,945.28
College of Liberal Arts and Sciences	46,014.92
Mechanic Arts Division	53,610.56
Agricultural Division	48,466.91
Home Economics Division	5,066.51
Education Division	8,689.49
College Hospital	33,509.20
College Library	89,612.17
Physical Plant	192,336.84
TOTAL EQUIPMENT	\$ 560,251.88

EXHIBIT E
BUILDINGS

No.	Buildings	Year	Cost
1.	Administration Building	1925	\$ 275,000.00
2.	Jackson Davis Hall	1927	90,000.00
3.	Commons Building		375,000.00

No.	Buildings	Year	Cost
4.	Agricultural Building		15,000.00
5.	Nathan B. Young Hall	1928	90,000.00
6.	Mechanic Arts Building		39,837.41
7.	Carnegie Library		15,000.00
8.	Teachers' Training School		54,000.00
9.	Men's Union		12,000.00
10.	Poultry House		500.00
11.	Tucker Hall		10,000.00
12.	Howard Cottage		2,000.00
13.	Gibbs Cottage		11,000.00
14.	Week's Cottage		3,000.00
15.	Clark Cottage		15,000.00
16.	Hospital		30,000.00
17.	Melvin Lodge		12,000.00
18.	Paige Cottage		4,000.00
19.	Nurses Cottage		5,500.00
20.	Apartment House		5,000.00
21.	Dairy Barn		16,000.00
22.	Cow Shed		2,400.00
23.	Implement Shed		2,000.00
24.	Horse Barn		4,500.00
25.	Poultry Houses (6)		1,100.00
26.	Science Building		36,500.00
27.	Laundry		8,000.00
28.	Home Economics Building		15,000.00
29.	Gwynn Cottage		4,000.00
30.	Paddyfote Cottage		1,600.00
31.	Ashmore Cottage		5,000.00
32.	President's Dwelling		12,000.00
33.	Britt Cottage		3,000.00
34.	South Hall for Women	1938	152,000.00
35.	South Hall for Men		130,000.00
36.	Diamond Hall	1947	260,000.00
37.	Veterans' Housing Project		85,000.00
38.	Central Heating Plant		429,000.00
39.	Coleman Library	1947	333,000.00
40.	Dormitories for Girls	1947	702,000.00
41.	Hangar-Gymnasium	1947	153,079.59
42.	Teachers' Cottage		12,000.00
43.	Veterans Educational Facilities		20,000.00
44.	New Hospital	1949	1,772,986.15
45.	New Laundry	1949	102,477.69
TOTAL			<u>\$ 5,326,498.84</u>

BIENNIAL REPORT

OF THE

PRESIDENT

OF THE

FLORIDA STATE SCHOOL FOR THE
DEAF AND THE BLIND

TO THE

BOARD OF CONTROL



FOR THE BIENNIUM 1948—1950



NEITHER piety, virtue, nor liberty
can long flourish in a community where
the education of youth is neglected.

—COOPER

PRINTING DEPARTMENT
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE, FLORIDA

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STATE BOARD OF CONTROL

HON. FRANK M. HARRIS, *Chairman*.....St. Petersburg, Florida
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HON. THOMAS D. BAILEY.....Superintendent of Public Instruction

PRESIDENT'S BIENNIAL REPORT

ST. AUGUSTINE, FLORIDA, October 1, 1950

*To the Chairman and the Members of the Board of Control,
State of Florida:*

GENTLEMEN:

Again it becomes my responsibility and duty to present to you the biennial report of the Florida School for the Deaf and the Blind for the biennium beginning July 1, 1948, and ending June 30, 1950.

This report will give you a general idea of the work covered by the different departments of the school the past two years. It will also contain suggestions and recommendations for improvements.

The Florida School for the Deaf and the Blind is a state institution for the education of all children who are too deaf or too blind to be properly educated in the public schools. In simple words, it is a public school for the blind, the partially seeing, the deaf and the hard of hearing. All children too deaf or too blind to be educated in the public schools are eligible for admission. Board, room, tuition and medical attention for temporary illness are furnished by the state. Parents or guardians must furnish clothing and deposit a small amount of money for incidental expenses such as hair-cuts, spending change and any other incidental expenses. After a child has once been admitted to the school, the state takes care of the transportation expenses to and from school.

The course of study is so arranged that a child entering school at six years of age will be provided with a good academic education and pre-vocational training which will prepare him to go out into the world and secure a position or take further vocational training. The Florida School for the Deaf and the Blind really consists of three schools: (1) School for the Deaf; (2) School for the Blind, and (3) a separate school for the Colored Deaf and Blind Children of the state. The age of admission is six years.

The School has a cooperative agreement with the Florida Council for the Blind and the State Department of Vocational Rehabilitation by which counselors from each of these

state agencies come to the school and confer with each pupil who will either graduate or leave the school within two years. Aptitude tests are given and through these frequent visits and consultations representatives of the above agencies are in a good position to make proper placement of graduates and ex-students.

Great strides have been made the past two years in the matter of developing proper outlooks and attitudes in the student population. It is felt that great progress has been made along these lines. The American public school is the very cornerstone of American Democracy. From the earliest colonial days to the present, the citizenry of our country have had an abiding faith in the power of public education to promote the general welfare of the nation. Universal and free public education has always been considered essential to a national democracy, and to the attainment of its political, social and economic goals considered fundamental to such a form of government. It is not at all strange then, that each crisis and forward surge in our national living has shown a resurgent interest in a parallel development of education throughout the nation. We found that true following World War II and it is even true today. It is evidenced by the increased appropriation for additional facilities by all the states and local governments which is reflected in terms of the amount of tax money that has been allocated to education. Schools for exceptional children have been more adequately supported and there has been a nation-wide building program in all states to provide for the education of the exceptional child. Each year of the biennium the Florida School has had an increased attendance.

The combined method of instruction is followed in the School for the Deaf. This method includes all methods and makes provisions to educate any type of deaf child who may apply. Every approved method of instruction and practically every approved type of equipment which is of value in the education of the deaf child is used. Each child is given an opportunity to learn to talk and to read the lips.

In the Department for the Blind the system of instruction is revised Braille. Courses of study in each department

are in the process of revision and include recent trends and new ideas in the education of the exceptional child.

As in the past, a great deal of attention has been given to the slow-learning child. This particular group of children has had additional instruction by classroom teachers. These teachers return to the school in the afternoons and give extra time in order that this group of children may be properly educated.

A most inclusive testing program has been put into operation. In order to find out the exact standing of each pupil and to find out the practical ability and weakness of each child, this testing program has been a great aid in helping to make proper classification of the child and to arrange an educational program best suited to individual needs.

More time has been given the past two years to the expansion of our visual aids program. A great many films of an educational and recreational nature have been shown. Great effort has been made to increase interest in the reading of books by showing interesting films.

Additional educational equipment has been provided. A new movie sound projector was purchased for the Primary Department. The younger children have gotten a great deal of information from frequent showing of films. Visual Aid Libraries are being built up in the different departments of the school.

New emphasis has been placed on audiometric training and a large amount of new equipment has been ordered. Each child is given an audiometric test and all with sufficient residual hearing have received auditory training. This training has been a great help to the child in learning speech and acquiring language. Several group hearing-aids were bought during the biennium.

The teacher situation still remains very critical. It has been very difficult and almost impossible to secure teachers with training to instruct the deaf child. The teacher situation is not getting any better. As stated in my last biennial report, enough properly trained and competent personnel are practically unavailable.

Practically all of our graduates have been placed and are doing well. Several are attending institutions of higher learning and making good records. Most of our graduates and former students have employment, are doing well and filling a useful place in society.

The school population continues to grow. The 1949-1950 school year saw the largest average attendance in the history of the school. While the school has just completed a building program, it is today badly crowded and must have more land for expansion purposes and more buildings.

As previously stated, the very foundation of democratic form of government must be a sound system of public education. The free common school system is perhaps after all the greatest single power in the unifying process upon which the American democracy is being perpetuated.

ENROLLMENT

In 1949-1950 there were enrolled 464 pupils. Of this number 332 were in the Department for the Deaf, of whom 150 were girls and 182 were boys. There were in the Department for the Blind 132 pupils, of whom 46 were girls and 86 were boys.

Five hundred and eighteen pupils were enrolled during the last two-year period which is the largest biennial enrollment since the school was established.

CLASSIFICATION OF PUPILS

WHITE		COLORED	
Deaf	301	Deaf	70
Blind	99	Blind	48

ATTENDANCE BY COUNTIES—1948-1950 Biennium

Alachua	17	Columbia	4
Baker	2	Dade	47
Bay	7	DeSoto	4
Bradford	1	Duval	82
Brevard	1	Escambia	14
Broward	9	Franklin	1
Calhoun	4	Gadsden	9
Charlotte	2	Gilchrist	1
Clay	2	Glades	2

Hamilton	7	Orange	10
Hardee	2	Osceola	1
Hernando	1	Palm Beach	22
Highlands	2	Pasco	3
Hillsborough	48	Pinellas	8
Holmes	4	Polk	30
Indian River	4	Putnam	8
Jackson	12	St. Johns	35
Jefferson	2	St. Lucie	2
Lafayette	1	Santa Rosa	2
Lake	15	Sarasota	5
Lee	3	Seminole	6
Leon	10	Sumter	2
Madison	5	Suwannee	5
Manatee	1	Taylor	2
Marion	13	Union	5
Martin	2	Volusia	14
Monroe	3	Wakulla	2
Nassau	3	Walton	3
Okaloosa	3	Washington	3

CAUSES OF DEAFNESS—1948-1950 Biennium

Abscess	1	Mumps	1
Accident	10	Nerves	7
Birth Injury	7	Otitis Media	18
Colds	2	Pneumonia	6
Complication of		Prenatal	2
Childhood Diseases	2	Premature Birth	1
Congenital	120	Quinine	7
Cream Rash	1	Rising in Head	2
Fall	8	Rickets	1
Fever	4	Scarlet Fever	3
Heredity	6	Sickness	2
Infantile Paralysis	3	Syphilis	2
Infection	8	Tonsil-Adenoid	
Influenza	3	Infection	4
Injury to Inner Ear	1	Typhoid Fever	2
Malaria	2	Undeveloped Nerve	4
Mastoid	1	Unknown	86
Measles	17	Whooping Cough	5
Meningitis	21	Yellow Jaundice	1

CAUSES OF BINDNESS—1948-1950 Biennium

Accident	15	Infection	1
Birth Injury	1	Kidney Poisoning	1
Brain Tumor	4	Lack of Pigment	4
Breaking down of		Malnutrition	1
Optical Nerve	2	Measles	3
Byphthamos	1	Meningitis	1
Cataracts	15	Microphthalmus	2
Congenital	38	Optic Atrophy	1
Corneal Staphyloma	1	Penetrating Injury	1
Encephalitis	1	Premature Birth	2
Glaucoma	7	Sore Eyes	4
Gonorrhea	2	Syphilis	10
Heredity	1	Ulcers of the Eyes	1
Improper Care		Undeveloped Nerve	1
at Birth	2	Unknown	24

DEPARTMENT FOR THE DEAF

Instruction

The attainment of an English vocabulary is one of the most difficult tasks that confronts a deaf child. The deaf child, upon reaching six years of age, possesses no English at all, not knowing the most simple words, nor his own name. A normal child six years of age has a large vocabulary and a fairly good command of English. They are familiar with question forms and are in a position to start out doing first grade work in the public schools. The matter of teaching a deaf child English, the tool which presents the field of knowledge to a person, is a very difficult one. It requires teachers specially trained in methods of instructing deaf children. Every word of English which makes up a child's vocabulary must be carefully illustrated and taught. After the child has been in school about three years, they then begin to read for themselves and, of course, the acquisition of English is much more rapid. The use of written forms of English is stressed in all classroom work. Speech, speech reading and writing are extensively used in classroom instruction. Additional group hearing-aids are being purchased and made available for children having sufficient residual hearing to receive auditory training. Auditory training is made possible for all children who have enough hearing to be taught by this method. Plans were made during the last year of the biennium to teach arts, crafts, sewing and woodwork to the older children of the Primary Department. The teachers in this department are preparing a vocational program course of study which will probably be ready for the print shop this coming school year. The vocabulary and simple language involved in teaching these different classes has been taught to the children. This teaching of vocational English is continued in the intermediate and advanced grades.

Every child in the school is given pre-vocational training and a great deal of effort is spent in trying to find out the vocation for which a boy or girl seems best fitted and in which they are most likely to succeed.

REPORT OF THE SUPERVISING TEACHER

Intermediate and Advanced Departments

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In compliance with your request, I am submitting the following report on the program of work and progress of the classes in the intermediate and advanced department for the deaf for the 1948-1950 biennium.

a. **ENROLLMENT.** The enrollment for 1948-1949 totaled one hundred fifty-five pupils, including eighty-nine boys and sixty-six girls. The total enrollment for 1949-1950 was one hundred thirty-six pupils, eighty-one boys and fifty-five girls.

At the beginning of the current year only six pupils were doing work above the fifth grade public school level; ten were doing fifth grade work; eighteen were doing fourth grade work; thirty-three were doing third grade work; fifty-five were doing second grade work; and three were doing first grade work.

b. **FACULTY.** The faculty for 1949-1950 consisted of fifteen full-time academic teachers, a librarian, and one physical education teacher who devoted part time to academic work. As the result of the critical teacher shortage, only five members of the staff were trained oral teachers of the deaf.

c. **CURRICULUM.** The school is in need of a new course of study. However, the preparation of an adequate course of study should represent the cooperative work of a better trained and more experienced staff of teachers than we have at present. With this objective in mind, much time was spent this year on an in-service training program as a preliminary step to the development of a course of study.

d. **IN-SERVICE TRAINING.** To assist the untrained and partially trained teachers with their work, a course in *Teaching Language to the Deaf* and one in *Teaching Speech to the Deaf* were offered on the campus in 1949-1950. Four teachers enrolled in each course. Unfortunately, those most in need of special training failed to take advantage of this opportunity.

To assist those who failed to enroll in the courses offered, hundreds of pages of dittoed material explaining methods of teaching the various subject to the deaf as well as specific exercises for drills and tests were given to each teacher.

e. TESTING. An extensive testing program was carried on this year in an endeavor to ascertain the exact status of each pupil, to discover the particular strength and weaknesses of every child, and to aid in providing the sort of educational program best suited to individual needs.

Our testing program included the following tests:

1. Woodworth and Wells Directions Test, Forms A and B.
2. Metropolitan Achievement Test, Advanced Form R.
3. Stanford Achievement Tests.
4. Schoolfield Diagnostic Speech Tests.
5. The Clarke School Language Usage Tests, Forms A, B, and C.
6. The Mississippi Reading Tests.
7. Army General Classification Test — Revised Civilian Edition, Form A H.
8. Otis Quick-Scoring Mental Ability Tests, Beta Test; Form A.
9. Revised Minnesota Paper Form Board Test.

The last three tests were administered to our older pupils by the vocational rehabilitation counselor as part of the guidance program, and the results corroborated the recommendations of the school and the counselor in every case.

The Woodworth and Wells Directions Tests were given because deaf children are usually weak in following oral and written directions. Our aim, therefore, was to find out the extent of the weaknesses of our children in this respect and to improve their ability to carry out instructions.

The Stanford Achievement Tests, which are administered annually to this entire department, showed an average gain of .70 of a grade for 1949-1950, or more than double the gain for 1948-1949, which was .34 of a grade. Nine children made two years' gain or over and nineteen other children made a grade's gain or more. (The national average for deaf children is .60 of a grade.)

The Metropolitan Achievement Test, which was administered to the two upper classes as a check upon the Stanford Achievement Test, showed approximately the same results.

The Clarke School Language Usage Tests are based on the type of errors most frequently made by deaf children. Therefore, they provide a much truer picture of language ability in the deaf child than the Language Usage Test in the Stanford Achievement Tests. We sent the results of these tests back to the Clarke School to be used in setting up national norms in language usage for deaf children.

The Mississippi Reading Tests were also administered as part

of a cooperative endeavor to establish national reading norms for deaf children.

The Schoolfield Diagnostic Speech Test, which furnishes a basis for corrective speech, shows that the speech throughout the school needs improvement.

f. VISUAL EDUCATION. Twenty-three educational films and seventeen recreational films were shown last year as a part of the visual education program. This year forty-four educational and twenty-four recreational films were shown. The recreational films for 1949-1950 were chosen from films based on well-known books which we have in our library, in an effort to encourage reading among the students. At the close of school a test was given on these films and a five-dollar prize awarded to the student who made the highest score.

Two sets of educational slides and two strip films were also purchased this year to add to our permanent film library.

g. EQUIPMENT. During the 1949-1950 school year two new hearing-aids were purchased, bringing the total number in this department up to seven. Two of these, however, are quite old and should be replaced next year. There is indication that the residual hearing in the school could be better utilized by a more intensive auricular training program.

h. RECOMMENDATIONS. Although the national teacher shortage during the past few years has necessitated employing untrained and partially trained teachers in schools for the deaf as well as in public schools, there are several serious results that inevitably follow this practice.

1. The best classes in a school are given to the untrained teachers on the grounds that they are less well equipped to handle more difficult classes and will do the least harm to children having the best language and speech. This means that those teachers who have spent the most time and money qualifying for special education are given the slow-learning children and the behavior problems. When this goes on year after year, the better teachers feel that an injustice is being done them. Consequently, they either leave the work or go to another school, thereby leaving more openings for untrained teachers. In this way, the standards of a school are gradually broken down by this infiltration of poorly qualified teachers.

2. Untrained or partially trained teachers cannot successfully promote speech or language development in deaf children—the two subjects most essential to the

future welfare of deaf children—so the quality of speech and original language among the best pupils deteriorates even though results on the achievement tests fail to show up the weaknesses in these two most important aspects of our work.

3. When untrained teachers remain on the staff year after year without making any attempt to become qualified for positions they hold, it indicates a lack of interest on their part in the welfare of deaf children. Furthermore, the children recognize the limitations of such teachers, get discouraged, and frequently become behavior problems.

4. When trained teachers are required to bear the full burden of teaching speech not only to their own classes but also to the classes taught by teachers not qualified as speech teachers, the results are far from satisfactory for various reasons. First, one forty-minute period a day is not adequate for teaching functional speech to the deaf. Second, speech should be correlated with each content subject—not taught in isolation. Third, the children lose interest in speech work when they are required to use it only forty minutes a day. Fourth, unless speech is practiced enough to become functional, the time spent on it is wasted.

Therefore, I recommend that it be mandatory for all teachers who are not fully trained teachers of the deaf to attend summer school each summer until they have acquired at least thirty hours in special education.

In closing I wish to say that the fine, cooperative spirit among the teachers and pupils this year has made working with them a great pleasure. The teachers have handled all discipline cases well and have greatly improved the attitudes and behavior of the pupils.

I should also like to express my thanks to you for so generously providing us with the supplies and equipment that have played a large part in making this a very successful year. Your kindness and helpfulness in every respect has been greatly appreciated.

Respectfully submitted,

BESSIE PUGH,
*Supervising Teacher,
Department for the Deaf.*

REPORT OF THE SUPERVISING TEACHER
Primary Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In accordance with your request, I submit the following report of the work done in the Primary Department for the Deaf.

ENROLLMENT. The enrollment has continued to increase; in 1948-1949 there were 102 pupils in this department and in 1949-1950, 130. One reason for the increase this past year was because the primary course of study was extended through the second grade and no classes were sent to Walker Hall in September, 1949.

THE VISUAL AID LIBRARY. A new movie-sound projector was purchased in February, 1950, making movies younger children can enjoy, available to them in our auditorium once every two weeks. While this is principally for pleasure, the children gain a great deal of information from them. Some films are used to correlate with projects or material that is being studied in the classroom.

A filmstrip projector was purchased at the same time making it possible to see filmstrips based on work being studied in the various subjects.

We have collected and mounted approximately 3,000 pictures and prepared units to correlate with the projects or material being studied. These are being indexed and filed in the visual aid room, making them available to the whole department.

Two primer type typewriters were purchased in the early fall and they have been invaluable in preparing material for classroom instruction.

THE READING PROGRAM. The Alice and Jerry Readers were selected for our basic readers including the recommended parallel and supplementary books using the same vocabulary. The basic readers are used for class instruction. Vocabulary cards and language units have been made by the teachers, based on the material in these books. This material has been placed in the visual aid room making it available to all classes. The filmstrips based on these lessons have been used. The children read the parallel and supplementary readers individually at their own rate of speed, thus giving them additional vocabulary drill, informational material and pleasure. Checks are made by the teacher for this reading.

THE LIBRARY. Miss Bruce, the librarian, has made the library a delightful place to go to read for pleasure and seek information. It is a cheerful room, with the books displayed in such a way they attract the attention of the child. Children take out books as in a regular library, and learn the care that should be given them. They use the library as a source of information for school work and in planning parties in the dormitory.

THE HEARING-AID PROGRAM. Every child in our department was given an audiometric test in the fall. Most of the children have some residual hearing which can be used to help learn speech and language and all of these should receive auditory training. We now have eight group hearing-aids in use, leaving five classes with none. Some of these teachers have returned in the afternoons or evenings to give their pupils an opportunity to use the hearing-aids.

We have asked several different hearing-aid companies to cooperate with us in supplying loan individual hearing-aids. Children, whose parents wish to buy an aid, and children who can benefit most from the use of one, wear them in school under teacher supervision. Special work in auditory training and in the care of an instrument is given. After a child has had trial experience with the various hearing aids, the parents are told how much help can be expected from the use of one. If an aid is to be purchased, the child is permitted to make his own selection, with the help of the teacher. While there is no means of measuring the results obtained from this program, it has been very encouraging to both teachers and pupils. We are looking forward to having the cooperation of additional hearing-aid companies next year.

THE TESTING PROGRAM. We have continued giving the *Nebraska Test of Learning Aptitude for Young Deaf Children* by Dr. Marshall S. Hiskey to all of our children under ten years of age. We are careful not to "label" the child but rather to consider the test as a measurement of certain aptitudes which along with a number of other observations, help us to understand the individual more completely.

The Gates Primary Reading Tests were given to all the children who have been in school two years or more. The primary battery of the Stanford Achievement Test was administered to all of the children who have been in school four years or longer. We recorded the results of these tests on the children's permanent record cards and noted the progress made this year.

AFTERNOON CLASSES. This past year the afternoon classes have included rhythm, rhythm band and physical education for all of the children. Arts and crafts, sewing, and woodworking have been taught the older children. The teachers of all of these classes have outlined a program of work in preparation of a course of

study. Special tutoring is also given in the afternoon to those children who are behind in their academic classes.

All of the girls in the New Primary Building have had classes in sewing this past year. They have been taught the vocabulary and simple language involved in the sewing lessons. They had an exhibit showing the work done in these classes and the advanced sewing class gave a style show in our auditorium. Mrs. Pedersen, the teacher of our advanced sewing class, is also their housemother. She has encouraged leisure hour sewing and taught the girls to mend their own clothes.

The younger boys in the New Primary Building take arts and crafts. All of the older boys go to the Industrial Building for classes in woodworking. These pupils also learn the vocabulary and simple language for the work they are doing. This includes reading and carrying out simple directions for the work to be done.

We hope to have classes in handwork for the children in Bloxham and Wartmann Cottages next year.

AUDITORIUM PROGRAMS. Each class has been responsible for at least one auditorium program during the year. The children have enjoyed taking part in these programs and seeing those given. Performing before an audience has helped the children to gain self confidence and poise.

RELIGIOUS TRAINING. This past year all of the children in Wartmann Cottage have gathered in the rhythm room and those in the New Primary Building have met in the auditorium for fifteen minutes of the Sunday School hour to recite the children's hymns learned in rhythm and to repeat their prayers. The remaining time is spent in classrooms studying the prepared lessons. We are now collecting pictures and new materials in preparation for re-organizing our Sunday School program next year.

HOME LIFE. The cooperation between the academic department and the dormitories has been splendid. The children have been encouraged to use their speech and lipreading at all times.

The matron, Mrs. Bennett, had a blackboard put in the dining room of the New Primary Building on which the menu is written for each meal. The children take great delight in learning dining room language such as "soft boiled eggs, fried eggs, or scrambled eggs." In the early fall two auditorium programs were given showing good table manners. In the classrooms the children were taught how to ask for things at the table. They take great pride in their table manners, their ability to ask for food, and conversation at the table. We hope to do more of this work with the younger children next year.

The dining rooms in Wartmann and Bloxham Cottages have been redecorated. The walls of the dining room in Wartmann Cottage are attractively painted with nursery rhymes while the ones in Bloxham are of children's activities. The low tables and chairs are red and there are beautiful drapes at the windows.

The older boys and girls in the New Primary Building have been allowed to have parties during the year. Their housemothers, Mrs. Peters and Mrs. Pedersen, have taught them a few children's card games and the simple language needed to play them. These "get togethers" have been greatly enjoyed and we hope to have them more often next year, including the younger children.

We are striving to have an entirely oral department, all co-operating to give each child the best education possible, to teach natural language and encourage the use of it at all times, in school, in the dormitory, and at play.

In closing, I want to express my appreciation to you for the cooperation and support you have given me at all times.

Respectfully submitted,

IMOGENE ALLEN,
*Supervising Teacher,
Primary Department for the Deaf.*

THE LIBRARY

The school has one of the finest library buildings in the United States. One of the most important assets in teaching English to the deaf child is a good library containing a large number of books within the reading range of the students. The new library is divided into two sections; one for the Department for the Deaf and one for the Department for the Blind. In charge is a trained librarian, one who has had experience and an authority on library science.

After a student has acquired sufficient English, he should have an opportunity for wide reading. In no other way can a deaf child increase his range of English so rapidly.

The library for the deaf contains practically 7,000 volumes which cover practically the whole field of literature. There are a large number of reading books, up-to-date encyclopedias and the faculty and students have access to current magazines and daily newspapers. The librarian has given a great deal of time in the selection of books in

order that the range of literature will be within the proper English level of our student body in order that they receive the maximum benefit from reading. The best fiction, poems, social studies, nature studies, biographies, myths and fairy books are found on the library shelves. A bookshelf containing books relative to the teaching of exceptional children is provided for staff members. Daily papers are provided for the reading rooms in the library and dormitories. Each classroom has on hand a large number of books for supplementary reading. Circulation of books in the library was over 6,000 the past school year. The average number of teachers and pupils using the library per day was seventy-five. Over five hundred books were added during the school year.

The furnishing of the library in the new primary building has been completed. A large number of books within the English range of the primary students have been purchased and the children get a great deal of pleasure from their reading as well as information.

The Braille library in the Department for the Blind contains approximately 6,000 volumes of books covering the whole field of literature. Gradually books are being added in large type for the partially seeing child. The students of the Department for the Blind also receive a great deal of information through the talking books. The *Reader's Digest* in Braille and a large number of books including those of a religious nature, representing different denominations, are received regularly in this library.

Report of the Librarian

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In accordance with your request, I submit the following report covering the circulation of library books for the school years 1948-1950.

The books in the library for the deaf have been classified according to the Dewey Decimal System as sufficient space is available in the new library building.

Circulation was over six thousand during the school year. This does not include magazines, reference books or pamphlets, but does include print books used by the children and teachers in the Department of the Blind. The average number of pupils and teachers using the library per day was seventy-five.

Some of the recommendations that have been started are:

1. Cataloging the library according to the Dewey Decimal System using the title, author and subject cards.
2. Filing cabinets have been purchased to protect pictures and pamphlets.
3. A picture file has been established and classified according to subject.
4. A film strip library has been established with projector, screen and film strips, that may be checked out of the library in the same manner as books and pictures.
5. Three hundred and forty-five new books have been purchased, and one hundred and six books have been received as a gift. A number of books in the old library have been discarded due to either being too badly damaged for use or they were not suitable for a school library.

In closing, I would like to express my appreciation to you for the cooperation and support which you have given me at all times.

Respectfully submitted,

LOLA S. NASH, *Librarian.*

CHORIC INSTRUCTION AND RHYTHMIC TRAINING

The task of developing intelligent and understandable speech in a deaf child is a tremendous job. Because of the fact that the deaf child cannot hear, speech must necessarily be artificial. The specially trained and highly qualified teacher must use many different types of instructional techniques in order to develop as nearly as possible perfect speech. It has been found that choric instruction and rhythmic training are a great aid in developing accent, fluency and rhythm. A great deal of choric and rhythmic training is carried on. The children enjoy this phase of their training and they are frequently assembled in the auditorium where they are taught to recite in unison songs, rhymes and selective readings from the Scripture. This rhythmic

and choric training is started in the primary grades at Wartmann and Bloxham Cottages and in the new primary department. This training aids very much in the matter of developing smooth and natural speech and it also gives poise and grace. Of course, this work is carried on largely through vibration. The students, by placing their hands on the piano or any other instrument that has much vibration, learn to tell the difference between high and low vibrations and strong and weak chords. This special type of training helps regulate pitch and aids the student to obtain proper modulation of voice and proper pitch, inflection, accent and fluency.

The Primary Department has developed a splendid toy orchestra. The children love this phase of the work. The orchestra is much in demand for public entertainments and always has an important place in our public entertainments and commencement exercises.

AUDITORY TRAINING

During the biennium a large number of partially hearing children entered school. In cases where these children have approximately thirty-three and one-third per cent hearing or slightly more, they may be educated through the ear. The school has purchased a number of group hearing-aids and also has made arrangements for those children who would profit by using individual hearing-aids to obtain them. This type of child, some of whom have had perfect hearing, possess a great deal of original speech and original language. By the use of the hearing aid, it is possible to correct their speech and much easier to teach new language forms. This kind of child requires a type of instruction almost entirely different from that of the typical deaf child. Audiograms are made for all children who have sufficient hearing to receive auditory training and teachers are able to see the statistical hearing loss of each child and note what progress they have made.

PRE-VOCATIONAL TRAINING

Guidance and Counseling Services

The school has developed a program of guidance to furnish each child needed help in trying to plan some vocational training which will provide him with a livelihood. Due to the fact that the student body is made up of pupils between the ages of six and twenty-one, the vocational training must necessarily be pre-vocational.

The school is very fortunate in having a counselor from the State Department of Vocational Training who comes to the school at least two times a month to confer and counsel with all pupils who will either graduate or leave school within two years. Fortunately, the present counselor is a trained educator of the deaf and is experienced in vocational guidance. In addition to frequent conferences and consultations, he runs standard tests which reveal quite clearly the attitude and aptitude of each pupil and then in conference with the faculty, a proper vocation is selected and one for which a student seems best qualified.

A certain number of pupils receive instruction in general shop work under the direction of the superintendent of maintenance. When the boys advance from the Primary Department they are usually assigned to this department for some time until an opportunity has been afforded to study their aptitudes for certain vocational training. The school provides instruction in printing, Linotype operating, gardening, floriculture, calsomining, painting, wood-work, general carpentry, general shop, shoe repairing, barbering, general repair work and elementary plumbing. The experience gained in the general shop enables the boys to have some knowledge of repair, maintenance and new construction work. We find this department very helpful to us in finding out certain trades for which the boys seem to have the most ability.

The development of vocational language also has an important part in the program of training. A number of our boys have studied barbering, baking and auto mechanics in downtown shops.

The girls of the school receive instruction in dress-making, weaving, typing, Home Economics, plain and fancy sewing, homemaking, beauty culture, photography and craft work.

Considerable equipment was purchased for all departments during the school year. The school has a splendid art department and every child with ability along this line has a opportunity for study. Many of the pupils show outstanding ability in this department. As in all public schools, a certain number of children are unable to make much advancement in the academic department. The daily program is so arranged that this group of children have more time in the vocational department. Graduates and former students with proper academic and vocational training are holding good positions and for the most part are gainfully employed. The placement services offered through the cooperation of the State Department of Vocational Training and the Florida Council for the Blind have been very helpful in giving our graduates and former pupils further training and placement

Report of the Printing Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In keeping with your request, I submit herein a brief report:

The new Linotype and other machinery installed recently not only are giving us satisfactory results, but the boys whose abilities are good are taking deep interest in learning the new trades now used universally in many modern shops.

Of course, the boys have different grades of abilities; some are ambitious, thoughtful and careful in learning any kind of lesson or work.

Boys are being taught to see, to think and to be sure they are right before going ahead.

All boys have been encouraged to learn several kinds of work in different departments—such as linotyping, press-work, make-up, gathering, numbering, hand type setting, paper cutting, paper drilling or punching, etc. Some of them are making a good showing.

As an inducement or encouragement, we should have some selections of comic pictures, ornaments, etc., to be used with type matter for Christmas cards, parties, invitations, business cards and blotters in one or more colors.

Students who are taking lessons in the printing department are: Clyde Cassady, Kendall Moore, Donald Crownover, Jack Lesch, Wayne Land, Gene Kurtz, George Lee, Keith Sandager, Jahnz Ulmer, John Gomez, Edward Smith, Ronnie St. Amant, Herbert Alford, John Wynn and Huey Bland. They are making good showing according to their school advancement, abilities, ambition, thoughtfulness, etc.

We managed to turn out unusually big orders for the school the past year, and the orders for the coming years will be much larger.

Respectfully submitted,

A. W. POPE, *Instructor in Printing.*

Report of Shoe Repairing Department

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

During the past two years the students of the Shoe Repairing and Leather Craft Department completed over four thousand shoe repair jobs of all different types. They also made more than two hundred leather craft articles.

Last year, instructions in shoe repairing and leather craft in all its branches were given to twelve boys and this year to thirteen boys. This represents approximately twelve thousand student hours of instruction during the past two years, with all students showing satisfactory progress. During this time, all students were given instructions in the operation and care of all machinery.

We have recently inaugurated a course in repair and upkeep of machinery, leather cutting, stock checking and ordering, and job planning for the older students which we feel will be of great benefit to the students after getting jobs, and more especially the ones who plan to start shops of their own.

On the whole, we feel we have made very satisfactory progress during the past biennium.

Respectfully yours,

J. B. HIDLE,
Instructor in Shoe Repairing.

Report of Home Economics Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

This is the report of the cooking classes for 1949-1950. Our copy books have as an introduction a list of wisdom by Ruskin.

"Cooking means the knowledge of all herbs and balms and spices and all that is healing and sweet in the fields and groves, and savory meats.

"It means carefulness and inventiveness and willingness and readiness of all appliances.

"It means the economy of your grandmothers, the science of modern chemistry. It means much tasting and testing and no wasting. It means English thoroughness, French art, and Arabian hospitality, and in fine, it means that you are to be perfectly and always ladies; Loaf givers."

— Ruskin.

Our first project was learning about the equipment and utensils, the names of vessels in daily use.

Then, the students studied the chart of "The Basic Seven Foods." They drew the circle and wrote in the spokes the different foods that make up nutritional values of food. The Basic Seven Foods is a very interesting and necessary lesson.

Then, the new electric stove came and next we were writing and studying recipes and methods of combining foods.

They copied the recipes from the board and then prepared the cooking for the day.

Next they studied about proteins, calories, vitamins, the part that calcium plays in our every-day diet and phosphorus.

We studied the origin of green vegetables, where they were first found and where they finally came to grow as their natural habitat. This we studied from the National Geographic Magazine with colored pictures of the vegetables.

REPORT OF RECIPES TAUGHT IN THE SCHOOL YEAR

1. BEVERAGES
 - Milk
 - Tea (hot and iced)
 - Coffee
 - Cocoa and Chocolate Milk
2. BREADS
 - a. Biscuits
 - (1) Buttermilk
 - (2) Cottage
 - (3) Cheese
 - b. Ginger Bread
 - c. Corn Bread
 - d. Griddle Cakes
3. MUFFINS
 - a. Sweet Tea
 - b. Chocolate
 - c. Corn
 - d. Blueberry
4. CAKES
 - a. Butter
 - b. Orange
 - c. Chocolate
 - d. Gold
 - e. Upside Down, Peach
 - f. Hot Milk
 - g. Ready-Mix Yellow
5. COOKIES
 - a. Two-Way Datte Oatmeal
 - b. Brown Sugar
 - c. Honey Drop
 - d. Chocolate
 - e. Old Fashioned Sugar
6. CANDY
 - a. Dip Chocolates
 - b. Chocolate Fudge
 - c. Peanut Butter Fudge
 - d. Molasses Taffy
7. SANDWICHES
 - a. Homemade Cottage Cheese
 - b. Grilled Cheese
8. PUDDINGS and DESSERTS
 - a. Crumb Pudding
 - b. Rice Pudding
 - c. Apple Brown Betty
 - d. Baked Custard
 - e. Boiled Custard
9. EGGS
 - a. Scrambled
 - b. Fried
 - c. Poached
10. TOAST
 - a. Cinnamon
 - b. French
 - c. Melba
 - d. Milk
 - e. Plain Buttered
11. PASTRIES
 - a. Pie Crust
 - b. Pies
 - (1) Apple
 - (2) Peach
 - (3) Lemon
 - (4) Custard
 - (5) Prepared Lemon Filling
 - (6) Fried Apple Butter
12. MEATS
 - a. Meat Loaf
 - b. Hamburgers
 - c. Salmon Croquettes
 - d. Turkey or Chicken Soup
 - e. Beef Stew with vegetables
13. VEGETABLES
 - a. Potatoes
 - (1) Creamed
 - (2) French Fried
 - b. Buttered Tomatoes
 - c. Macaroni and Cheese
14. SALADS
 - a. Lettuce with dressing
 - b. Cole Slaw
 - c. Tomato
15. SALAD DRESSINGS
 - a. Sour Cream
 - b. Mayonnaise
 - c. French Dressing
16. COOKED FRUITS
 - a. Apples
 - (1) Fried
 - (2) Baked
 - b. Apple Sauce

Respectfully submitted,

HAZELE O. EVANS,
Instructor in Cooking.

Report of Sewing Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

During the two years of teaching the younger deaf girls in sewing, I have found that individual instruction accomplishes the best results. They have all learned, except in three cases, the same stitches but on different articles of clothing. The result has been that they have tried to emulate each other while at the same time they received ideas as to how to use the knowledge in more than one way.

Each girl made articles such as aprons, pajamas and slippers for the hospital, and dresser scarfs for the school. For their own use in the dormitory they made laundry bags and slippers.

At the same time mattress covers, pillows, curtains and tablecloths were sewn.

As they progressed, they brought their own materials and made dresses, skirts, shorts and other articles for themselves. Their own clothing was mended and outgrown dresses were made into skirts and playclothes.

Out of parachute nylon we made six slips, nine blouses, two pajama pillows and sachets.

Other articles made were: needle books; pot holders; dish towels; bibs; sun suits; quilt blocks; pillow covers; toys; embroidered towels; pajamas; crocheted needle books; woven pot holders; crocheted rug; clothespin aprons and children's dresses.

I believe the girls have received a good foundation in sewing and with practice they can make use of the knowledge in their homes, as well as being able to do for themselves.

A good percentage are ready to enter the advanced sewing class.

Respectfully submitted,

FLORENCE JUNG,
Instructor in Sewing.

Report of Sewing Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

I have been connected with this school for the past forty-five years; as a student, then as a supervisor and teacher; and the last twenty-five years as an instructor in sewing. In all those years I have seen this school grow from three two-story wooden buildings heated by wood-burning stoves until now we have one of the best schools in the country with beautiful grounds and brick and stucco Spanish-style, steam-heated buildings. I have seen many changes made, the greatest being made in the last two years, both physically and academically. I have watched the enrollment grow from about eighty pupils to over four hundred and fifty today.

One of the things I learned in all those years is that every girl, regardless of who she is, should learn how to sew. I, myself, learned how to sew, design and make dresses right here in this school, under Miss Willie McLane, who, I must say, was a very, very good instructor. She was also my supervisor and a real good one at that. I was her assistant supervisor for two years and her assistant sewing instructor about fifteen years.

As I said before, and I will say it again, every deaf girl should be taught to sew. As you know, sewing teaches helpless hands a useful art, puts color tints of joy into dull drab lives and gives the humblest home a new vision of happiness.

In my work I do not try to see how much work our girls can turn out; far from it. First, I try to teach my girls how to use a needle, the scissors and a thimble; and then how to make the essential or foundation stitches and seams. Then, I try to teach them to discern the correctness of every stitch, to measure distance, and to keep a precise or even line. After learning the principles of essential stitches and acquiring sufficient skill and confidence they are allowed to cut and make dresses, coats and other apparel.

Good workmanship and neatness are impressed on the beginners at all times. I have a few "slow" girls and to them I give more time as I strongly believe they are more entitled to it. In sewing, every deaf girl is given more individual attention and lots of patience than is given to a normal child. Many times I have been discouraged. I have been told that when you are discouraged, thinking that you haven't helped your student, the truth is that you really have done something for her.

The school has grown so fast that it will soon be necessary to enlarge my sewing room, which is about eighteen by eighteen

feet. In this room I have eight sewing machines, three three-by-eight-foot tables, two sewing cabinets and thirty chairs. Picture this in your mind with about fifteen girls to teach at the same time. I have thirty-three students in my various classes now.

Below is a list of a few articles made during the last nine months. I am very proud of my girls for the work they have done despite the fact that a few of them have been "very trying" at times.

4 Play suits	1 Clothespin apron
3 Baby dresses	4 Pairs pajamas
12 Maid aprons	1 Child's sun dress
2 Sun-back dresses	2 Costumes (Mexican skirts)
8 Navy vests for volleyball	1 Slack
12 Pot holders	6 Bags
10 Dresses	3 Nylon skirts
6 Skirts	1 Pair pillow cases and 1 sheet (embroidered)
3 Work aprons	1 Pair of knitted bed slippers
1 Child's skirt	1 Boy's shirt and pants
8 Shorts	1 Nylon slip
3 Shop aprons	2 Shoe cases
5 Flared skirts	1 Girl's bra, shorts and jackets
3 Children's dresses	6 Bed slippers
4 Fancy aprons	1 Porch pillow
3 White blouses	2 Baby smocked dresses
40 Costumes (Christmas Carol Play)	1 Crocheted rug
25 Old costumes were altered	1 Rayon blouse
12 Bureau scarfs	5 Costumes (Commencement)
1 Child's slip	

Respectfully submitted,

LILY HOGLE,
Assistant Instructor,
Sewing Department.

Report of Instructor in Cosmetology

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

Cosmetology is a definite part of our healthful living program. It not only includes an opportunity for the students to become more interested in their personal appearance, but it also is a basic training for a career.

This work includes permanent waving, hair cutting and shaping, hair styling, shampoos and finger waving, facials, make-up, also manicures, hand and arm massage.

The cooperation, eagerness and enthusiasm with which these girls meet each assignment is highly commendable. Many of them will be able to increase their earning capacities by mastering these fundamental principles of Beauty Culture.

Respectfully submitted,

AGNES SOLANO,
Instructor in Cosmetology.

Report of Maintenance Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In submitting this report I want to comment first on the great physical changes, or rather the expansion of this school, in the last two years. This is in keeping with the growth of our state. The purchase of more ground, five new buildings, new classrooms and the library addition to Walker Hall, a new refrigeration plant and equipment, new storeroom addition, a new central heating plant with an underground steam distribution system to all buildings, a new underground electric distribution system, entirely new sanitary and storm sewerage system, all have put this school on the map as one of the best and most-talked-about schools of its kind in this country, both physically and academically. Practically all the old buildings have been painted in modern colors, so to speak, both interior and exterior—the interior being painted in more cheerful colors—especially the bedrooms and schoolrooms. All this plus new schoolroom equipment coupled with a staff of better teachers is being reflected by our students in better schoolroom work, better behavior, and higher respect for the value of a good education. Even the school farm has put on a new face—with all the buildings in good repair and the fields well fenced.

Very obviously with all the above improvements the old maintenance shop, inadequate and housed in only one room 12 x 17 feet with no equipment to speak of, was wisely transferred to the new service building which has ample storage space and new modern woodworking machines. Now with the present equipment the shop is adequate to handle all necessary repairs incident to a school of this kind. Knowing that one of the most important fundamentals of a sound maintenance program is to have on hand at all times a sufficient quantity of spare parts to take care of replacements of worn or damaged parts, a storeroom next to the office of the superintendent of maintenance was set aside for this purpose. Naturally those parts most frequently needed are stocked in larger quantities

than the less frequently needed parts. To insure steady operation of the whole school program with the least possible interruption to classroom work, this department is constantly and consistently giving its attention to both major and minor repairs. Whenever possible all repair work is done the same day it occurs. Also, to achieve maximum efficiency in preventing unnecessary service interruption and proper operation of equipment, periodic inspections are made.

Knowing full well that guesswork is costly, especially in a big place like this school, this department has started keeping inventory of the different equipment under its care. Index cards are now being utilized as a convenient means of keeping a permanent record of repairs and replacements, plus records of quantity of paint necessary to take care of each building, both interior and exterior, and also the number of fluorescent tubes and light bulbs in each building.

The maintenance department has eight full-time men for its crew, including the following: one superintendent of maintenance, one engineer, one fireman, one plumber, one carpenter, one painter, and two laborers. The engineer has been delegated full authority to take charge of the new heating plant. He has one relief man, the fireman, and at various times, calls upon the plumber to take over when he is obliged to be absent, as for instance when he is asked to service the steam generator at the school farm. Also, he looks after the entire school refrigeration facilities.

The school is fast reaching the point where it will be necessary to have an electrician, one who not only knows how to do electric work, but also how to do radio work and keep the school's hearing-aids in condition—there are now being twenty-two sets of hearing-aids in all.

Fourteen students are enrolled in the maintenance department. These boys average about two hours a day doing carpentry work, plumbing, concrete work, painting, steam pipe fitting and any other work they may be called upon to do. This is done primarily to help the boys find what line of work they like best. Once a boy knows what line of work he wants to follow, he is transferred to that shop to learn that trade.

It is most imperative that your attention be called to the electric wiring in Walker Hall, which is most inadequate and much overloaded. As you know this building was erected some thirty-eight years ago when electric appliances were practically unknown. With new electric appliances, radios and hearing-aids installed, the whole system is greatly overloaded and the sooner the whole building is rewired the better it will be for all concerned. Four fires due to overloaded wires have occurred in the last four years. I also

recommend that the Industrial Building, the old Service Building and the old Colored Building be rewired in the near future. In fact these three mentioned buildings need to be entirely rejuvenated on the inside.

The wooden floors of the two porches on the first floor of Walker Hall are fast deteriorating and must be replaced soon. It would be much cheaper in the long run to replace them with concrete floors. A tile floor laid on top would be desirable.

The roof on the old part of the Colored Building needs to be refelted and the tiles should be relaid. With these exceptions, the roofs on all the buildings are in good shape.

In behalf of this department I wish to express my deepest appreciation for the splendid cooperation and loyal support I have received from all.

Respectfully submitted,

EUGENE HOGLE,
Superintendent of Maintenance Department.

DEPARTMENT FOR THE BLIND

Instruction

The Florida School for the Deaf and the Blind was established to educate all children who are too deaf or too blind to be properly educated in the public schools. Its field then, is to educate the deaf, the blind, the severely deafened and visually handicapped. The education of these different groups of visually handicapped children require entirely different procedures and techniques. The problem of training a deaf child has already been explained in detail. Their education requires a teacher with all the preparation necessary for teaching a normal child and in addition at least one year's training in the specialized field of educating the deaf.

Revised Braille is used in the Department for the Blind. This is a Universal system and is used in schools not only in the United States, but around the world. The child without sight can learn to read Braille within six or eight weeks. After that, the progress of a sightless child is as rapid as that of a normal child in our regular public school system. As a matter of fact, the course of study in the Department for the Blind corresponds very closely to that in the public school system of the state. It is not possible to obtain all

texts that are used in the public schools in Braille; therefore, some of the texts used must necessarily differ from those used in public schools; however, when a student graduates from our Department for the Blind he has received an education equivalent to that provided in the best high schools of our state. Graduates of this department are admitted to institutions of higher learning on the certificate plan without examinations.

The partially seeing child, who has a very high degree of sight, has presented quite a problem in all schools for the blind. Recently sight-saving classes have been established in some of the public schools of the state and the partially seeing children who live in the vicinity of these schools attend them. The Board of Trustees of the American Printing House for the Blind at Louisville, Kentucky, has made arrangements to manufacture sight-saving books and materials on a very large scale. Very soon now the school will be able to have parallel textbooks in Braille and in sight-saving. Then, these partially seeing children should make more rapid progress than they have in the past.

The Department for the Blind has a very efficient Department of Music. The pre-vocational training given in this department includes pre-vocational training in several vocations.

REPORT OF THE HEAD TEACHER

Department for the Blind

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

Herewith is submitted the report of the Department for the Blind for the 1948-1950 biennium.

The enrollment figures for the school year of 1948-1949 are as follows:

Grade	Boys	Girls	Total
1	7	2	9
2	4	0	4
3	3	6	9
4	4	4	8
5	6	5	11

6	3	2	5
7	4	2	6
8	2	2	4
9	3	5	8
10	5	2	7
11	2	1	3
12	3	1	4
Specials	4	1	5
Totals	50	33	83
Opening enrollment	44	30	74
Added during year	6	3	9
Dropped during year	3	2	5

Reasons for dropping:

1 for reasons of discipline

2 for reasons of health

2 quit school of their own accord

The attendance for the year was 95.08 per cent. Three pupils, one girls and two boys, were graduated from high school.

Similar figures for the school year of 1949-1950 show the following:

Grade	Boys	Girls	Total
1	3	3	6
2	4	2	6
3	6	0	6
4	4	6	10
5	5	4	9
6	5	4	9
7	3	4	7
8	4	3	7
9	3	4	7
10	4	4	8
11	4	1	5
12	3	1	4
Specials	5	1	6
Totals	53	37	90
Opening enrollment	50	34	84
Added during year	3	3	6
Dropped during year	1	6	7

Reasons for dropping:

1 sickness in the family

3 quit school of their own accord

1 parents left the state

1 for reasons of health

1 to attend the Adult Training Center

In the above tables the word "specials" denotes pupils who are not classified in any one grade, and who are receiving special work and attention so that they may soon be fitted into a regular grade or class. Usually these are pupils who entered this school for the

first time at an advanced age and must, first of all, learn to read Braille with some degree of proficiency. A few of the "specials" are those who, for one reason or another, will never completely fit into one grade or class. It is our policy to retain such pupils for as long as we feel they are receiving enough benefit to justify their retention, or until they become overage. One full-time teacher is employed to teach special classes for such pupils, and for other pupils who may need coaching or special work in certain subjects.

Our teacher turn-over for the biennium has been small. We began the biennium with one new teacher and with one returned from leave of absence; during the biennium one teacher resigned to further her education and one took a sick-leave of absence. We are starting the new biennium with our teaching staff intact.

We are constantly revising our course of study and adopting new textbooks in an effort to bring our curriculum closer to the adopted course of study for the public schools of the state. During the past biennium we adopted new texts for eighth grade History; Spelling in all the grades; English for the third, fourth and fifth grades; Reading for the first six grades; Mathematics for the ninth grade; Hygiene for the seventh grade; and Florida History for the seventh grade. For the latter text we were forced to obtain a special printing of Braille texts from the American Printing House for the Blind, since no suitable text was available in Braille.

As has been mentioned in previous biennial reports, for years one of our biggest problems has been that of the partially-sighted child; the child whose visual handicap precludes his attending public school, but who has too much vision to fit into a curriculum designed for blind children. In the past our solution of this problem that has not, and cannot be, entirely satisfactory, has been to furnish such pupils with ink-print copies of the Braille texts and to see that they are used with the least possible amount of eye-strain on the part of the pupil. We were forced to use this makeshift solution because, until recently, we were unable to obtain our texts in both Braille and Large Print Type, and we did not have the equipment and the trained teachers to set up a separate "sight-saving" department. But now we have on order from the American Printing House for the Blind both Braille and sight-saving editions of texts for a complete new course of study through the first eight grades. We hope to be able to start the new biennium with this new course of study, and during the biennium to extend it through high school.

This double-text course of study is going to present a new problem to the teachers, especially the primary teacher, since she will be really conducting two classes simultaneously, one in learning Braille methods, and one in learning ink-print methods. It is to be hoped that by the time the pupils reach the third grade the

two classes will be integrated into one and will be able to move along together.

New equipment added during the biennium includes:

1. Four new typewriters, two standard and two with Gothic type. This is a large heavy type that more or less corresponds to the large sight-saving type in the new large-type books, and is intended primarily for the use of partially-sighted pupils.

2. Three new Braille writers. There is no regular instruction in the use of these machines, since the cost of equipping each pupil with one would be prohibitive; but if a pupil indicates an interest in a writer he taught to use one.

3. Two portable radios for classroom use in special broadcasts of public interest.

4. One microgroove attachment for use with our large transcription player. This is especially useful for classroom work in playing transcribed dramatizations of historical events.

5. Four sight-saving dictionaries for use by partially-sighted pupils. These are school dictionaries printed in large clear type.

6. A new playroom, equipped with tables, benches, toys and various amusements for the primary room.

7. New texts and various Braille appliances for the cooking classes.

8. Various brailled games for use at the regularly scheduled parties for the pupils.

9. Three new talking book machines and approximately seven hundred talking book records were added to the talking book library. We are gradually expanding this library because we have found that many pupils who are not inclined toward extra-curricular reading of Braille library books will do a certain amount of reading if talking book machines and records are made available.

In our testing program we use the Stanford Achievement Tests, in both Braille and ink-print. The greatest difficulty in such testing lies in the fact that several of our pupils are those who, because of partial vision, can read neither Braille nor ordinary ink-print proficiently. Consequently, they are handicapped because of the time-limit element in the testing, and therefore the results of the testing program are open to doubt. The analysis of the last test shows an average two-year gain of 1.95 years.

In my estimation the greatest weaknesses of the Blind Department are in Spelling, Reading in the upper grades and physical posture of the pupils throughout the entire department.

Braille, because of its very nature, is not conducive to good spelling. To facilitate printing and writing, and to conserve time

and work, advanced Braille uses symbols or contractions to represent combinations of letters or whole words. Such contractions are a great aid to speed of reading and writing Braille, but play havoc with the spelling habits of Braille users. And the fact that advanced Braille is being extended down as far as the second grade is going to further complicate the problem.

Poor Braille reading in the upper grades is due to the fact that we now have going through those grades a group of pupils who were not trained in the reading of advanced Braille, and who had to learn it for themselves when the newer texts began coming out in advanced Braille. A reading class was instituted at the eighth grade level, but the results are not apparent as yet in the upper grades. It is hoped that the reading ability will rise as a new group of pupils comes into the upper grades, especially from the lower grades where the new course of study will start advanced Braille at about the second or third grade.

Poor physical posture is apparent throughout the entire department, especially among the girls. Since we have no full-time physical education instructors it has been necessary to assign physical education classes to regular classroom teachers. We need a trained teacher for such work, and a definite physical education program to follow. This would release the classroom teachers for additional work with such pupils as need special help or coaching in their academic work.

I recommend for your consideration the following:

1. Closer cooperation between the Medical Department and the classroom teachers on the matter of preservation of what sight the partially-sighted pupils now have. At times it has been rather difficult to obtain accurate information as to the level of each pupil's sight, the probability of his sight increasing or diminishing, and what activities or postures might affect his sight.

2. The possibility of working out a plan by which our pupils might take the last year of school work in the local public high school. Because of the very nature of our school the pupils are more or less segregated from the sighted world, yet they will live in a sighted world when they leave this school. I feel that the transition from a "blind" world to a sighted world might be less abrupt if our pupils could take the twelfth grade in a public school.

Respectfully submitted,

FRED V. MAYHUE, *Head Teacher,*
Department for the Blind.

BRAILLE LIBRARY

More information and knowledge than we perhaps realize is received aurally. The blind child having hearing does not present the difficult problem of being taught as that presented by the deaf child. After a student in the Department for the Blind becomes entirely familiar with Braille and can read rapidly, he can for himself, through extensive reading, obtain a large amount of knowledge and general information.

The completion of the new library has provided space for many new volumes and a large number of new books covering the different fields of literature have been ordered. At the present time the library contains approximately 6,000 volumes which include all phases of literature and material and magazines of current happenings. Many different religious denominations furnish magazines in Braille. A large number of books are provided for each classroom for supplementary reading. As a rule, students in the Department for the Blind are great readers and through reading procure a splendid command of English. The Congressional Library in Washington and Braille libraries located in different parts of our country have on their shelves a large supply of Braille books covering almost every subject in which a blind person may be interested. These books are loaned free of charge. While the federal government has been quite generous in appropriating money for the manufacture of books and technical apparatus for the education of the blind by the American Printing House for the Blind, there is great need for an increased appropriation. The annual appropriation of \$125,000.00 at the present time should be doubled.

The talking book continues to be a great help for the blind and has continued to be improved as time goes on. No other invention has been more helpful in educating the blind child and bringing information and pleasure to the adult blind. A great number of new devices for aid to the blind came out as a result of research in World War II. Many of these were demonstrated at the Convention of the American

Instructors of the Blind held at the Overbrook School for the Blind, Overbrook, Philadelphia, Pennsylvania, June 26-30, 1950. At their present stage of development, however, most of them are not practical.

DEPARTMENT OF MUSIC

One of the outstanding departments in the School for the Blind is the splendidly equipped Department of Music. There are two instructors in this department: a director of music who also instructs in piano, voice and choral work; and an instructor in violin, string instruments and orchestra. The school has a splendid orchestra and a junior and senior chorus. The Rhythmic Four, a quartet of older blind boys, has been much in demand for public entertainments.

Every child possessing any aptitude for music is given an opportunity to receive instruction. All children have an opportunity to take part in group singing. Children who indicate some special ability are given instrumental and vocal instruction. Some of the children have very fine voices. Children in each of these fields receive many invitations to appear before civic and church groups and other organizations. Radios and pianos are provided for each dormitory.

DEPARTMENT OF PRE-VOCATIONAL TRAINING

The industrial workshop, in which the students are taught how to make brooms, mops, mattresses, door mats and how to do upholstering and chair caning work, is outstanding and considered among the best in the South. Articles produced in this department find a ready market at the other institutions of the state. Students are taught to be efficient and to make outstanding articles and the fact that the students know that these products are sold even before they are made proves a strong incentive for them to work hard, be efficient and turn out well made products.

The girls in this department receive training in Home Economics, homemaking, rug weaving, crocheting, basketery and dressmaking.

Report of the Workshop for the Blind

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The general consensus of opinion among a great many employers is that a blind individual's success in his job is dependent largely upon the degree to which his technical skills are augmented by his daily social adjustments. In fact, a great many blind people are unable to succeed in the professions, and cannot hold industrial jobs, not because of their inability to do the work, but rather because of some silly mannerism, unconventional way of dress or lack of personality. Any deviation from the generally accepted style of dress, eccentric, unnatural behavior or unusual social performance, is more conspicuous if one is blind and will cast an unfavorable light upon the most highly developed technical skill or profession.

In our school here in St. Augustine we have a first class setup of modern machinery in our shop, and a well diversified program of industrial training, which we believe is vitally essential in the training and development of blind children. We are sure that the following figures, which represent the material accomplishments in our shop for the past two years will be revealing and interesting.

During the past biennium we have manufactured 10 ceiling brooms, 42 hat brooms, 76 hearth brooms, 316 toy brooms, 584 whisk brooms and 9,614 cottage, house and warehouse brooms. In addition to these products, we have made 12 horse hair janitor brushes, 14 counter brushes, 115 toilet mops and 6,124 scrubbing mops. We have also recaned 276 chairs, woven 14 cocoa fiber door-mats and have reupholstered 2 divans and 6 occasional chairs.

Vocational adjustment, that is, job success, depends largely upon the individual's self-reliance, integrity, neatness, honesty, intelligence, aptitude and personality and when armed with these qualifications and a lot of get up and go, success will be attained and will be his to have and to hold.

Respectfully submitted,

T. M. GIBBS, *Shop Foreman*.

Report of the Handwork Instructor

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The past accomplishments of the blind and partially blind girls have inspired me to work with them toward a higher goal. This goal has been to teach the girls to sew for themselves.

I feel that a good homemaker should know how to mend a tear in a sheet or hem a dish towel or even to make a dress for herself.

Apart from the usual handwork consisting of rug making, knitting, weaving, etc., a majority of girls have learned to sew some for themselves. A few have learned to use the sewing machine and others have learned to sew by hand. With help the girls have made dresses, blouses, playsuits, aprons and other articles.

I have had thirty-five girls enrolled in three classes during the year. Each class meets twice a week and ranges from ten to thirteen students to a class. Each child must have special attention and this cannot be given in such a short space of time with such a large group of children.

Sewing and handwork are very essential to a partially blind or blind girl. Not only can they be of pleasure to them after their school years, but they can also offer a livelihood if the child is given a proper amount of time and attention when in school.

I sincerely hope that in the next few years it will be possible to reduce the classes to at least six in number. Then I know there will be a greater amount of achievement on the part of each girl.

As I look back over the work finished I am able to set a definite goal for more of the girls for another year. I feel that we have partially reached the first goal of learning to sew. But, the girls must learn more independence with their work. By independence I mean knowing how to begin a thing and finish it alone. When they have successfully reached such a goal this work will be very valuable to them out of school.

Respectfully submitted,

DORIS S. HOAGLAND,
Instructor in Handwork.

Report of the Typing Instructor

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

This year we have thirty-five students in the regular typing classes. We have had a beginning class of twelve sixth grade students and all of them have done exceptionally well. This sixth grade class and another class made up of seventh grade students have typing for a thirty-minute period each day in the week. The other classes, consisting of high school students, have two thirty-minute typing periods each week.

We have thirteen standard typewriters in our department now. Each one is in good condition. Two of these machines are sight-saving Underwood typewriters and are used by students who have some sight. None of the students use portables for class work. We have four portable typewriters but they are used by the students for special work outside the classroom.

Our students follow the regular course of study for typing as nearly as possible. After a few weeks of typing even the beginning students type their home letters. They have access to the typing room during any off period and are able to type letters and class reports.

We have good tables and chairs in the typing room and when we have one or two tables adjusted we will have everything needed in a good typing department.

However, we would accomplish much more in typing if we had time for separate classes for those students with some sight. Also, some of our students need a great amount of special attention in order to learn to type and we do not have the time to give them adequate attention. It would be wonderful if we had a full time typing teacher. Mrs. Davenport has helped some of her students who need special attention and when they come into a regular class they do have some knowledge of the fundamentals of typing. But we do need to spend a great deal of time on those students who are handicapped in such a manner that typing is very difficult. It is impossible to give a student individual attention in a thirty-minute period when there are a number of students in the class.

Respectfully submitted,

JENEVA TOBIN,
Instructor in Typing.

FLORIDA COUNCIL FOR THE BLIND

The Florida Council for the Blind, which was established by the 1941 Legislature, continues to render a splendid service to the adult blind of the state. Its business is the prevention of blindness, the restoration of sight when possible and to aid those without sight to fit into our economic and social life. The organization has done a very satisfactory job in carrying out its main objectives.

During the school year a representative from this organization visits the school and confers and advises with each student who will either graduate or leave the school within two years. By proper planning the school is able to do a much better job in counseling and guidance and finding out the aptitude and attitude of our pupils. It makes our placement program much more successful. The organization has been very cooperative and helpful in training and placing former students and graduates. Several of our former students are operating newsstands in different parts of the state.

DOMESTIC DEPARTMENT

The responsibility of the proper training and efficient care of almost five hundred handicapped children is very great. The development of good character and personality is one of the most important jobs in residential schools. Also, proper health habits, courtesy, etiquette and splendid manners must be developed.

At the head of the Household Department is a matron-dietitian who, because of her training and experience, is capable of planning wholesome and nutritious meals and supervising the work of the entire Household Department.

The welfare of the boys and girls during the time they are not in the classroom is taken care of by housefathers and housemothers who have been chosen because of their educational background, good character and love and interest in the children. The daily plan is so arranged that the movement and whereabouts of each child is accounted for each minute of the day and night.

Report of the Matron-Dietitian

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The past two years have brought many satisfactory improvements in our dining room service, and we are very proud of our new modern kitchen equipment, which was badly needed.

All of those who have to do with the preparing and serving of meals are here for the interest of the children only, and it is our primary aim to supply them with the essential foods and well-balanced diets, necessary for their health and morale.

Our meal planning now consists of three separate menus; the older group of about 215 in the main dining room, the Primary group of about 130, and the Colored School of about 110. All meals are now served family style, with the exception of the Primary children who have to be helped. This has worked out to the satisfaction of all the students, as there is always an abundance of appetizing food on the tables for second or third helpings. There is practically no waste and the food can be served much hotter in this manner.

Each fall, we have a group of underweight children to whom we serve chocolate milk and cookies at recess, but we can happily say that this list decreases steadily each month. However, for the first time this past year, we have had to have special tables for the overweight children and cut down on their diets. At the end of the school year the number overweight was slightly greater than the underweight.

Our new refrigeration space is now ample, and the freezing unit has meant much in keeping quantities of meat over a period of time. The new storeroom has adequate space for more than a year's supply of canned goods.

I herewith submit the menus for the week of April 9, 1950, which were served in the main dining room.

SUNDAY, APRIL 9, 1950

Breakfast

Oranges
French Toast
Bacon
Syrup
Milk

Dinner

Roast Turkey, Dressing
Giblet Gravy
Whipped Potatoes
Green Beans
Celery, Olives
Bread, Oleo
Milk
Ice Cream
Candy Easter Eggs

Supper

Apples
Cookies
Milk

MONDAY, APRIL 10, 1950

<i>Breakfast</i>	<i>Dinner</i>	<i>Supper</i>
Grape Juice	Corned Beef	Turkey Croquettes
Sausage	Blackeyed Peas	Spanish Rice
Grits	Turnip Greens	Buttered Green Peas
Toast, Oleo	Corn Bread, Oleo	Sliced Tomatoes
Blackberry Jam	Milk	Bread
Milk	Fruit Salad	Milk
		Queen Ann Cherries

TUESDAY, APRIL 11, 1950

Grapefruit Juice	Fried Liver with	Corned Beef Hash
Scrambled Eggs	Onion Gravy	Green Bean
Grits	Mashed Potatoes	and Onion Salad
Toast, Oleo	Creamed Corn	Celery Sticks
Apple Butter	Bread	Chili Sauce
Milk	Lettuce Hearts	Bread
	Milk	Milk
	Sliced Peaches	Chocolate Cake

WEDNESDAY, APRIL 12, 1950

Tomato Juice	Chili Con Carne	Smoked Sausage
Pancakes, Oleo	Steamed Rice	Oven-Browned
Syrup	Cabbage and Pineapple	Potatoes
Milk	Slaw	Buttered Carrots
	Hot Rolls, Oleo	and Peas
	Milk	Bread
	Gum Drops	Milk
		Snowballs

THURSDAY, APRIL 13, 1950

Pineapple Juice	Baked Ham	Wieners
Corn Flakes	Candied Yams	Great Northern Beans
Bacon	Green Lima Beans	Pickle Relish
Toast, Oleo	Corn Bread, Oleo	Mustard
Peach Preserves	Milk	Bread
Milk	Sliced Pineapple	Milk
		Kadota Figs

FRIDAY, APRIL 14, 1950

Bananas	Salmon Loaf	Sliced Bologna
Oat Meal	Scalloped Okra	Potato and Egg Salad
Toast, Oleo	and Tomatoes	Pickled Beets
Strawberry Jam	Parsley Potatoes	Bread
Milk	Bread	Milk
	Milk	Bartlett Pears
	Lemon Jello	Fillet of Flounder
		—Staff

SATURDAY, APRIL 15, 1950

Orange Juice	Roast Loin of Pork,	Creamed Ham and
Sausage	Gravy	Eggs on Toast
Fried Eggs	Mashed Potatoes	Buttered Asparagus
Toast, Oleo	Boiled Cabbage	Carrot Sticks
Apple Butter	Bread, Oleo	Toast
Milk	Apple Sauce	Milk
		Coconut Pudding

Respectfully submitted,

RUTH ISHAM HAWES, *Matron-Dietitian.*

HEALTH PROGRAM

A careful health plan is worked out whereby all the health services on the campus are coordinated so as to meet the health needs of each child. The arrangements of an inclusive health program for so large a group of handicapped children is very difficult. Many of the children have become handicapped by deafness and blindness from dreadful childhood diseases which have left their physical well-being impaired.

At the beginning of the school year a clinic is held in which every child is given a thorough examination and all defects noted. These defects in so far as possible are corrected by proper treatment. The school has a well-equipped thirty-six bed infirmary and the health program is carried out by the staff: one medical doctor; one ophthalmologist; one dentist; one registered nurse and one practical nurse.

Outside the usual epidemics of colds, measles and mumps, the health of the student body the past two years has been very satisfactory. The work of our Department of Health is mostly preventative. Most of the work in this department is caused by skin diseases and a large number of minor illnesses and injuries usually found where so many juveniles are congregated.

The job of providing a proper diet for a large group of children varying in ages from six to twenty-one and different physical requirements, is a difficult assignment. Proper diet and sufficient rest is important for our children. A great deal of time and study is given to the proper feeding and to the recreational facilities for the children. Only food of the best quality is purchased. The children are under careful supervision at all times. It is the aim of this department to give the children plenty of nutritious food with a plentiful supply of milk, which is obtained from the school dairy, and green vegetables. A great deal of attention is given to the proper preparation, cooking and serving of foods. Each child is weighed the first of each month and a record kept for each pupil. Every child not maintaining the proper weight is re-examined by our medical authori-

ties and proper remedial measures taken. Children who are not up to weight or who seem not to be doing well physically, for one reason or another, are placed on special diets and given nutritious food according to their requirements.

Children who enter school the first time must present a negative Wasserman Test. During the two-year period a number of children had their tonsils and adenoids removed and there were some operations for cataracts. In some cases, after the children have received proper medical and operative attention, or fitted with proper glasses, they are able to return to the public schools.

We attribute our good health record to careful supervision at all times, proper meal planning, planned recreation, adequate medical attention and sufficient time for rest.

DAILY PROGRAM

The daily program must be so arranged that the courses of study are satisfactorily covered and the children have plenty of time for rest, recreation and social life. A great deal of thought and time must be given in order that the academic, vocational and recreational departments of the school are properly coordinated. Classroom instruction is carried on between the hours of 8 o'clock and 1 o'clock. Vocational training is given in the afternoon between the hours of 2 o'clock and 4 o'clock. The physical education program is carried out between 4 o'clock and 5 o'clock each afternoon. Vocational instruction is also given on Saturday morning from 8 o'clock until 11 o'clock. No schedules are arranged for Saturday afternoon so that the children may have this time to use as they desire. They may go downtown, visit their friends or engage in any hobby or diversion which they like. The younger children who require supervision at all times go downtown frequently to the movies or to do their shopping under the care of the supervisors. Both departments of the school have a non-sectarian Sunday School. The children in the Department for the Blind attend some church services in the downtown churches. A non-sectarian

church service is held for the students in the Department for the Deaf each Sunday in the school auditorium. A proper balanced program gives sufficient time for each department and the proper coordination of the many different activities of the school.

ORDER OF THE DAY

SCHOOL DAYS

Rise.....	6:00 AM
Breakfast.....	7:00 AM
School.....	8:00 AM
Recess.....	10:45 to 11:00 AM
Close of School.....	12:50 PM
Dinner.....	1:05 PM
Shops and Industries.....	2:00 PM
Close of Shop and Industries.....	4:00 PM
Recreation.....	4:00 to 5:00 PM
Supper.....	5:45 PM
Study—Blind and Deaf.....	7:00 to 8:30 PM
Retire—Lights Out.....	9:30 PM

SATURDAYS

Rise.....	6:00 AM
Breakfast.....	7:00 AM
Shops and Industries.....	8:00 AM
Close of Shop and Industries.....	11:00 AM
Dinner.....	1:05 PM
Supper.....	5:45 PM
Meeting of Literary Societies.....	6:30 PM
Retire—Lights Out.....	9:30 PM

SUNDAYS

Rise.....	7:00 AM
Breakfast.....	8:00 AM
Sunday School.....	9:00 to 10:00 AM
Devotional Exercises.....	11:00 AM
Dinner.....	1:05 PM
Refreshments.....	5:00 PM
Meeting of Christian Endeavor Societies:	
Department for the Blind.....	5:30 PM
Department for the Deaf.....	6:30 PM
Retire—Lights Out.....	9:30 PM

DEPARTMENT OF PHYSICAL EDUCATION

The Department of Physical Education is one of the most important in the school. This program includes gymnastics, games, educational hygiene, health and formal athletics. The object of this department is to help our children to be healthy, strong, happy and efficient. Due to the fact that so many of our children were handicapped as a result of some dreaded childhood diseases, a very inclusive physical education program is of the utmost importance. The program is so planned to include physical examinations, individual and group gymnastics, organized and unorganized games, folk and social dancing and a great deal of instruction in proper health habits.

The school has football and basketball teams which play with the teams of nearby public schools. Both boys and girls have an opportunity to play basketball. This school, if possible, plans to play at least one out-of-state game each season with some other state school. Every child in the school has an opportunity for some form of physical education. The smaller children in the Primary Department have a carefully planned recreational program. Provisions are made for the children to receive some training in aesthetic and social dancing. During the war, it was impossible to have our usual gymnastic exhibition which is a coordination of most of the physical education activities carried out during the school year. In 1948 these exhibitions were renewed. The theme of the exhibition in 1949 was "Childhood Memories," and it was presented on the athletic field April 12, 1949. The beautiful stage setting and scenery was made and arranged by the boys in the manual training department. Students from the Art Department painted the stage and did the decorating. Costumes were made in the domestic arts department. The program which consisted of vocal and instrumental music, dancing and gymnastic exhibitions was outstanding and well received by a large audience.

DEPARTMENT OF MILITARY TRAINING

The school has for many years carried on military training in a small way for the older boys in the Department for the Deaf. This training has its place in developing good personality traits, securing discipline, developing initiative, alertness, posture and neatness. The boys in this department march with almost the accuracy and precision of regular soldiers and it is often difficult to make spectators believe that the boys do not possess hearing. Marching units in this department frequently are invited to take part in parades, patriotic demonstrations and public exhibitions.

TEACHER RETIREMENT

Miss Ella L. Warren, who had taught in the school twenty-seven years, retired at the close of the 1949 school year.

Mrs. Leonora Hopkins, who had taught in the school thirty-five years, and Mrs. Walker R. Williams, who had taught twenty-three years, retired at the close of the 1950 school year.

All of the above were outstanding teachers and qualified for the special work of teaching deaf children and rendered an outstanding service in their chosen profession.

FARM AND DAIRY

The Florida School for the Deaf and the Blind has a five hundred and ten acre farm four miles north of St. Augustine at Casa Cola on the St. Augustine-Jacksonville Highway. A pure-bred herd of Jersey cows consisting of ninety-five head furnishes a plentiful supply of milk for the school. This herd is one of the outstanding ones of the state and is accredited by the federal government as being free from tuberculosis and Bang's disease. Offsprings from this herd are in great demand and young stock has been sold to 4-H clubs and dairies in parts of the state. This school has received several national herd honor roll diplomas for the excellent production by this herd of dairy cows. In 1949 this herd was awarded a certificate of merit by the Ameri-

can Jersey Cattle Club for having one of the outstanding dairy cows of the state. Victor Baby Hilda, 1314665, received a medal of merit for producing eight hundred pounds of butterfat in three hundred and five days. The milk production for this period was 13,598 gallons. Considerable beef has also been derived from the farm.

The farm, on the whole, while costly in maintenance, has been very helpful in providing a balanced diet for our children. The buildings and fences have been kept in good repair. In the near future more land should be cleared for the development of additional pastures.

IMPROVEMENT PROGRAM

Most of the improvement program was completed during the last biennium; however, two badly needed buildings were completed this biennium and are now in use. These buildings are all hollow tile and covered with white cement plaster.

(1) The dormitory for Negro Boys was started in March, 1949, and was completed in December, 1949. The cubic contents of the building are 146,400 cubic feet with a gross area of 10,308 square feet. Its cost was \$143,075.67. This building relieved a badly crowded condition in our school for Negro deaf boys.

(2) The new laundry building was begun in February, 1949, and was completed in July, 1949. It contains 41,600 cubic feet with a gross area of 3,200 square feet. This improvement cost \$59,393.28 which included the equipment and its installation.

The usual repair program was carried on during the summer months. Considerable plastering and painting was done during the biennium.

GRADUATES

In May, 1949, there were four graduates. Department for the Deaf: (1) Jack Rabb, Dade City. Department for the Blind: (1) Marcus Clayton, St. Augustine; (2) Blanche Landrum, Jacksonville, and (3) George Mozley of Malone.

The commencement address was given by Dr. L. Valentine Lee, rector of the Church of the Good Shepherd, Jacksonville, Florida. His topic was, "Quality." He began his address with an illustration of the quality of a product and how we remember and judge things we use, eat and wear by proven quality. In his inspiring talk he said we are the workmanship of God, the products of God's factory. God has given us the power to become more than what we are when we are born. If we have the will power, we may become what we wish in spite of obstacles. We have the power to develop as the children of God. We can create a better life if we choose to do so. People who are prepared to meet an emergency, to make the best out of what we have and keep in mind the achieving of the best possible results, are striving for quality of output.

In closing the speaker read a poem entitled, "The Way," the theme of which is that there is open to every man a way, and he must decide whether he will take the high way which leads to the heights of achievement and joy of living, or the low way, which leads to baser things.

May 29, 1950, we had eight graduates. Department for the Deaf: (1) Kendall Moore, Jacksonville; Jeanne Oblinger, Tampa; Dale Mingo, Miami, and Clyde Cassady, Sumterville. Department for the Blind: (1) Minnie Jean Owens, Jacksonville; (2) Herbert Sowell, Raiford; (3) David Hendricks, River Junction, and Arthur Casteel of Jacksonville.

The commencement address was given by Dr. Marshall C. Dendy, pastor of the First Presbyterian Church, Orlando, Florida. Dr. Dendy chose as his subject, "Way to Win," and brought out the following points. One must have the will to win. We must have the spirit within us to go out into life and fight a good fight. Dr. Dendy illustrated this point with one or two stories of real life and said he could see the will to win demonstrated by the children of this school who took part in the program. Dr. Dendy said in order to win one must undergo the discipline that is necessary. Moral discipline is imperative. Without moral character any person is doomed from the first. Moral character is acquired by discipline to the laws of God and life. Professional dis-

cipline is also imperative. We must also know the direct way to take. We must establish a goal in life with the idea of doing the best we can with the talents God has given us. God does not hold us responsible for talents we do not possess. If we have only one talent that is all God will hold us responsible for. Let us do the best we can with what God has given us. We must set our goal to make our homes happy places for those who are to live with us. This is one of the greatest contributions we can make. Another goal we should set is to be worthy citizens of this great land of ours. Our country provides the kind of education we receive in our high school and college days. This nation has given us liberty and freedom.

In closing Dr. Dendy congratulated the graduates on the splendid training they have received in the Florida School. He also said that he would like to remind the graduates that if we are to be successful in life it is necessary to have not only leadership of man, but the counsel of God. If we make the holy word a lamp unto our feet and a light unto our path all of us will win.

May, 1949, there were five graduates from the Department for the Colored Blind: (1) Adalene Bright of Jacksonville; (2) Betty Cobb of Eustis; (3) Vernon Lee of Fort Pierce; (4) Clarence Nelson of Pensacola and (5) Jeneva Randolph, Umatilla.

There were no graduates from the Department for the Colored Deaf, May, 1949. There were no graduates from either department in May, 1950.

STUDENTS IN INSTITUTIONS OF HIGHER LEARNING

A number of our graduates are attending institutions of higher learning. Carl McCoy of Tallahassee and Fred Holly of Lakeland, graduates of our Department for the Blind, graduated from the University of Florida in June, 1950. At the present time Loma Rafferty, a graduate of our Department for the Blind, is in her senior year at Barry College, Miami.

Gene Carre of East Palatka is attending the University of Florida. Julianne Wertheim and Lucille Themis are enrolled in Gallaudet College, the national college for the deaf, Washington, D. C.

Graduates of the school who have good records and outstanding ability, who are interested in a college education, are given a great deal of financial help through scholarship aids to attend institutions of higher learning.

PROFESSIONAL IMPROVEMENT

The President of the School attended the thirty-ninth biennial convention of the American Association of Instructors of the Blind held at the Texas School for the Blind, Austin, Texas, June 21 to 25, 1948. This convention was largely attended by delegates not only from the United States, but foreign countries as well. Every phase of the work of instructing blind children was given consideration.

The thirty-fourth biennial convention of the American Instructors of the Deaf was held at the Illinois School for the Deaf, Jacksonville, Illinois, June 19 to 24, 1949. The most part of the program was taken up under the heading of audiology. Recently, great strides have been taken in the matter of research relative to hearing-aids and testing equipment for deaf children. This convention was attended by eight hundred delegates from all sections of the United States, Canada and a few were present from some foreign countries. This convention was attended by the President of the School, Mrs. Lola Nash, librarian, Mr. and Mrs. Paul Bird, Miss Margaret Parris, Mr. E. F. Bumann, Miss Lucy M. Moore, Miss Zoe Marshall and Mrs. Vela Evans.

FLORIDA ASSOCIATION OF THE DEAF

The thirteenth biennial convention of the Florida Association of the Deaf was held at the Florida School for the Deaf, June 1 to 4, 1950. Honor guest at the convention was Mr. O. W. Underhill, one time a teacher in the Florida School and at the present time principal of the Vocational Department of the North Carolina School for the Deaf.

The organizational meeting of the F.A.D. was held at the state school Tuesday, May 22, 1917. The following were present: Acting Mayor, H. W. Davis; Hon. J. W. Estes, a former member of the Board of Trustees of the State School; Dr. A. H. Walker, President of the State School; Dr. D. H. Rutter, pastor of the Grace Methodist Church; Rev. J. W. Michaels, Baptist evangelist to the deaf of the South and Rev. Frank E. Philpott, of St. Cloud, Florida. Through the years since that date the organization has held regular meetings except during the period of World War II and has rendered an outstanding service to the adult deaf of the state.

The convention was a success in every way and the registration was 202, the largest registration the convention has ever had. The delegates were welcomed to St. Augustine by Mayor Ronald Jackson and to the school by its President. Mr. Waldo N. Heber, counselor of the deaf, who represents the State Department of Vocational Rehabilitation, gave a splendid talk on vocational training. The President of the School, Dr. C. J. Settles, addressed the group on the subject, "The Future of the Florida School."

Since the last meeting three outstanding members have passed away: (1) Raymond H. Rou of Miami; (2) Henry Austin of St. Petersburg and (3) Cleveland Davis of Miami.

President Sawley Helms of Arcadia gave a splendid address showing the work that had been accomplished during the last biennium and urged all members to work for the welfare of the deaf in general. St. Petersburg was chosen as the next convention city. Officers for the next biennium are: W. E. Clemons of St. Augustine, president; Todd Hicks of Jacksonville, first vice-president; Gene Carre of East Palatka, second vice-president; Mrs. Pauline Hicks of Jacksonville, secretary and Dan Long of Tallahassee, treasurer.

RESIGNATIONS AND APPOINTMENTS

The following appointments were made for the 1948-1949 school year: Miss Ethel Bruce of Ocean Park, Maine, who received her training in the Pennsylvania School for the Deaf, Mt. Airy, Pennsylvania; Mrs. Elizabeth Grady, B. A.,

of St. Augustine, who received her training to teach the deaf at Clarke School for the Deaf, Northhampton, Massachusetts; Miss Zella Harner, M. A., of Fulton, Missouri, who received her training at the Missouri School for the Deaf; Miss Margaret Seybold, B. S., of Erie, Pennsylvania, who received her training at State Teachers' College, Buffalo, New York; Miss Frances Vermillion of Hartford, Connecticut, who received her training at the University of Nebraska; Miss Dorothy Wright, B. S., of Ocean Park, Maine, who received her training at Peabody College, Nashville, Tennessee; Mr. Jack Baker, B. E., of Maitland, Florida, who received his training at Tulane University, New Orleans, Louisiana; Miss Bettie Bevil of St. Augustine, who received her training at Florida State University, Tallahassee, Florida; Mrs. Lola Nash, B. S., of Trimble, Tennessee, who received her training at Peabody College, Nashville, Tennessee; Miss Gurline Pace, B. A., of Orlando, Florida, who received her training at Macdonald College, Red Springs, North Carolina; Mrs. Lois Stockdale, B. A., of Orlando, Florida, who received her training at Geneva College, Pennsylvania; Mrs. Mildred Varner, B. S., of Shawmut, Alabama, who received her training at Alabama Polytechnic Institute; Mr. Jean St. Croix, M. A., of St. Augustine, who received his training at Columbia University, New York; and Mrs. Doris Hoagland, B. A., of Harve de Grace, Maryland, who received her training at Alabama College for Women.

The following resigned at the close of the 1948-1949 school year: Miss Lucy M. Moore, to accept a position at the Cleveland Hearing and Speech Clinic, Cleveland, Ohio; Miss Zoe Marshall, to go to the Illinois School; Miss Zella Harner, to retire; Mr. Jack Baker, to accept a position in public school; Miss Bettie Bevil, to accept a position in public school; Mr. F. A. Caligiuri, to accept a position in California; Miss Gurline Pace, to take up housekeeping; Miss Ella Warren, to retire and Miss Yvonne de Potter, to work on her Master of Arts degree.

Appointments for the 1949-1950 school year were: Miss Bessie Pugh, M. A., of Flint, Michigan, who received her training at Wayne University; Miss Imogene Allen, M. A.,

of Faribault, Minnesota, who received her training at Carleton College; Miss Joycema Elliott, of Erie, Pennsylvania, who received her training at Michigan State Normal; Mrs. Vela Evans, of Pennington Gap, Virginia, who received her training at Central Institute for the Deaf, St. Louis, Missouri; Miss Pinckney Hill, M. A., of Fredrick, Maryland, who received her training at Gallaudet College, Washington, D. C.; Miss Christine Olson, B. A., of Bottineau, North Dakota, who received her training at Lexington School for the Deaf, New York, New York; Mr. Edward C. Carney, B. A., of Washington, D. C., who received his training at Gallaudet College, Washington, D. C.; Miss Eunice Dissinger, B. S., Columbus, Ohio, who received her training at Ohio School for the Deaf, Columbus, Ohio; Miss Lucille Elliott, B. S., of Erie, Pennsylvania, who received her training at Western Reserve University; Mr. Byron Hunziker, B. S., of Loami, Illinois, who received his training at Gallaudet College, Washington, D. C.; Mrs. Eleanor Reidelberger, M. A., of St. Augustine, who received her training at University of Michigan, Ann Arbor, Michigan; and Mr. Joe Albrecht, B. A., of Colorado Springs, Colorado, who received his training at University of Missouri, Columbia, Missouri.

The following teachers resigned at the close of the 1949-1950 school year: Miss Joycema Elliott, to go to a day school; Mrs. Lenora Hopkins, to retire; Miss Lucille Elliott, to be married; Mrs. Laura Mays, to take up housekeeping; Mrs. Mildred Varner, to return to Alabama; Mrs. Eleanor Reidelberger, to remain at home; Mrs. Walker Williams, to retire; Miss Margaret Parris, to go to another school; Mrs. Martha Bird, to go to another school and Mr. Paul Bird, to go to another school.

SOCIAL AND STUDENT ACTIVITIES PROGRAM

In a residential school, which provides living accommodations for a large group of children, it is very essential that the daily program be so arranged that there is enough time for leisure, planned recreation and social activities. All the national holidays are celebrated in some manner, usually by programs, entertainments, picnics or some form of social

activity. Certain groups during the past biennium have been permitted to go to Daytona Beach and to Silver Springs. Plans are made for the children to enjoy outstanding movies, athletic events and musical presentations of different kinds. The children in the Department for the Blind have the privilege of attending the musical programs put on by the St. Augustine Civic Music Association. The older pupils are frequently invited to attend downtown dances and socials. Of course, the students at all the socials and parties and out of town trips are chaperoned by faculty members. The Department for the Deaf as well as the Department for the Blind has a literary society and Young Peoples Union. Quite frequently ministers of the different faiths in St. Augustine have charge of the Christian Endeavor programs. Each of these organizations have faculty sponsors and the making of the programs are placed in charge of the children in so far as possible.

Every effort is made to develop initiative, self-reliance, and self-dependence in the student. Each year arrangements are made for an outstanding magician to entertain the children and also at least one marionette show is contracted for. Every two weeks a picture show is held in the school auditorium, usually on Saturday night. The children in the Primary Department also have movies in their own auditorium frequently. Development of the social and religious side of the students is one of the most important duties of a residential school.

CONCLUSION

On the whole, the accomplishments of the school during this biennium was perceptibly better than it has been for some time. This was due to the fact that the school was able to obtain a better prepared and experienced faculty. The difficulty of securing an experienced well-trained personnel remains difficult. As a matter of fact, the teacher situation in schools for exceptional children has become so acute that it is practically impossible to obtain properly trained persons.

As stated above, we have been able to get better trained

teachers the last couple of years. The supervising teachers and faculty continue to revamp the courses of study in each department, in order that they may be up to date and include the most modern methods, improvements and techniques in the education of deaf and blind children. A great deal of new equipment was purchased for each department. More and more equipment is being added for the aural instruction of children who possess a large amount of residual hearing. Our Visual Aids program has also been extended a great deal during the biennium.

The attendance of the school is growing very rapidly and it is imperative that more buildings be provided to take care of them. The population of the state during the past ten years has increased greatly and, of course, as the general population increases there will be more exceptional children in the state to be educated and the school's population will grow more and more. On the whole, the work of the biennium has been satisfactory.

In bringing this report to a close, I wish to express my appreciation to the Governor and the State Board of Education for their interest in our many problems. Also, I want to express appreciation to the Board of Control for their splendid interest, encouragement and help at all times in providing the necessary things to carry out the difficult assignment of properly educating the deaf and the blind of our state. The members of the faculty, household and maintenance departments have performed the duties entrusted to them in a cooperative way. The splendid cooperation and close coordination of all departments of the school accounts for the success that we have had in properly preparing our boys and girls for a useful place in society and our economic life.

Respectfully submitted,

A handwritten signature in cursive script, reading "E. J. Miller". The signature is written in dark ink and is positioned above the word "President.".

President.

STATEMENT OF RECEIPTS AND DISBURSEMENTS

FOR 1949-51 BIENNIUM

	1949-50	<i>Estimated 1950-51 which includes Balances Forward</i>
SALARIES		
State Appropriation released by Budget Commission	\$247,683.42	\$257,424.94
Disbursements	238,278.48	257,424.94
Balance	9,404.94	None
EXPENSE		
State Appropriation released by Budget Commission	204,751.45	252,373.22
Disbursements	165,511.25	252,373.22
Balance	39,240.20	None
SPECIAL		
State Appropriation released by Budget Commission	60,725.00	41,456.77
Disbursements	19,268.23	41,456.77
Balance	41,456.77	None
INCIDENTAL FUND		
Salaries—released by Budget Commission	4,000.00	16,000.00
Disbursements	4,000.00	16,000.00
Balance	None	None
Expense—released by Budget Commission	10,000.00	14,000.00
Disbursements	9,988.07	14,000.00
Balance	11.93	None
Total Available all Funds	527,159.87	581,254.93
Total Disbursements all Funds	437,046.03	581,254.93
Total Balances all Funds	90,113.84	None

